TAYLOR UNIVERSITY

Fort Wayne Campus

SCHOLARSHIP

LEADERSHIP

CHRISTIAN COMMITMENT

Catalog
1996-1998

Taylor University operates undergraduate liberal arts programs on two campuses, one in Fort Wayne, Indiana, and the other in Upland, Indiana. Together with the Student Life Handbook which is published annually, this catalog is the official bulletin of Taylor University Fort Wayne.

A separate catalog is available describing the programs offered at Taylor University Upland. For a copy of the Taylor University Upland catalog, application forms, and further information contact the Office of Admissions, Taylor University, 500 West Reade Avenue, Upland, IN 46989-1001 or call (317) 998-2751 or 1-800-882-3456.

TAYLOR UNIVERSITY

Fort Wayne Campus

SCHOLARSHIP

LEADERSHIP

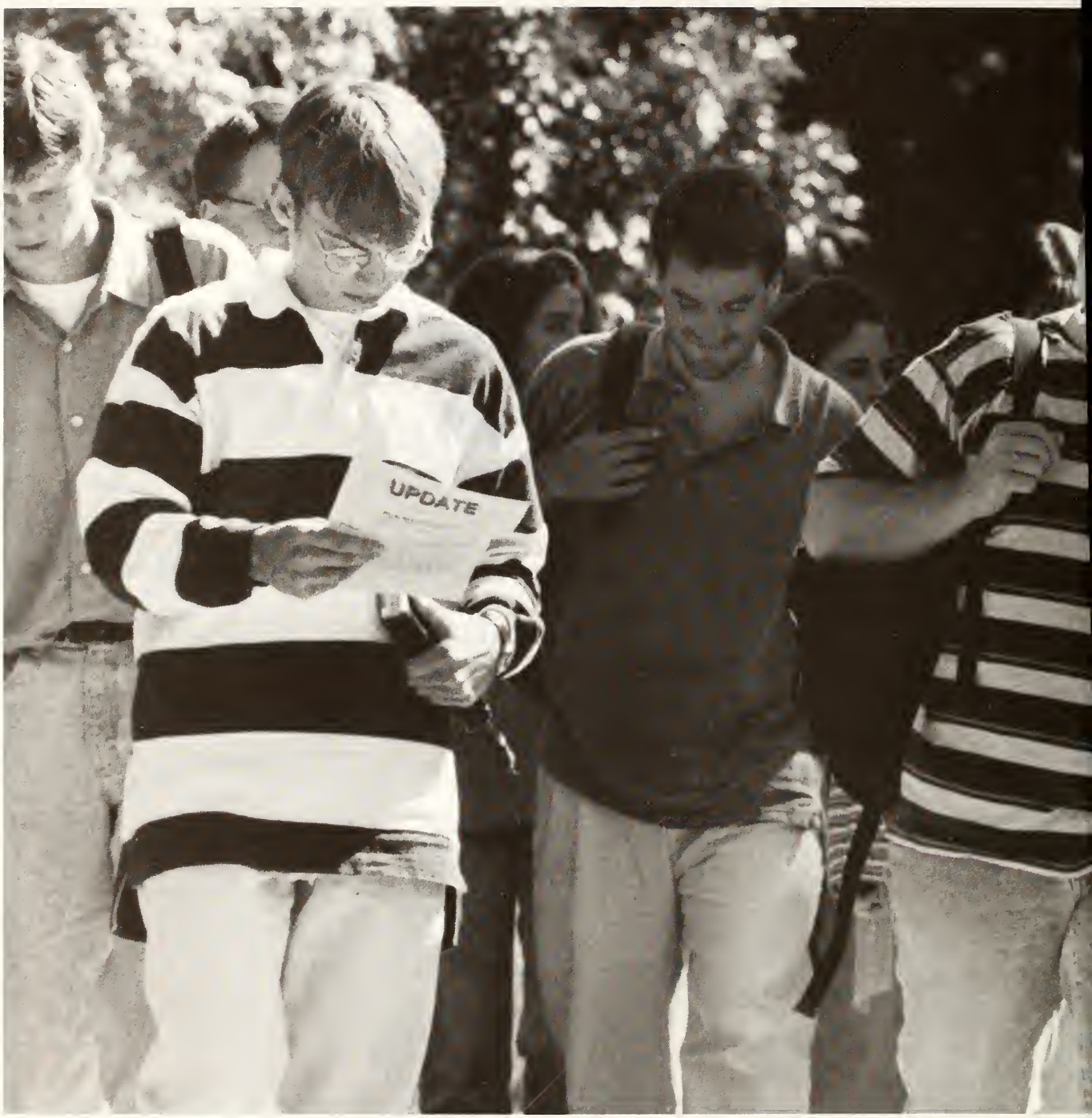
CHRISTIAN COMMITMENT

Catalog
1996-1998

Taylor University Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, IN 46807
Telephone: 1-800-233-3922
or (219) 456-2111
FAX: (219) 456-2119
Internet: admission_f@tayloru.edu

Information in this catalog, while current at time of printing, is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or a program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and assigns advisors, it is ultimately the student's responsibility to assure his/her academic program fulfills all graduation requirements. The university reserves the right to withdraw a previously awarded degree if the university subsequently determines that the degree requirements were not met appropriately.



TAYLOR POLICY OF NONDISCRIMINATION AND COMPLIANCE: It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's statement of faith and life together covenant, there shall be no discrimination against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but who may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of the President, Taylor University, 500 W. Reade Avenue, Upland, IN 46989-1001, 317-998-5203, or the Office of Civil Rights, D.H.E.W., Washington, DC.

Contents

Taylor University 5
Celebrating 150 Years: The Heritage 5
A Christian Liberal Arts College 5
Mission 6
Purposes of the University 6
Implementation of the Mission and Purposes . 6
Academic Purposes 7
Accreditation and Memberships 7
The Taylor Program 8
Off-Campus/International Studies Programs .. 9
Campus Facilities 13
Student Development and Services 15
Objectives of Student Development 15
Admissions 15
Finances and Financial Aid 17
Athletics 22
Student Development 23
Academic Regulations 31
Registration and Advisement 31
Grades 32
Degree Requirements 34
Graduation and Commencement Information..35
General Education 35
General Academic Information 38
Courses of Instruction 43
Departmental Courses 44
Interarea Studies 74
University Personnel 80
Board of Trustees 80
Administration 81
Faculty 83
Contract Personnel 86
National Alumni Council 86
Parents' Cabinet 87
Celebrating 150 Years: The Spirit 88
Calendars 89
Information Directory 93
Index 94
Campus Map ..... **Inside back cover**

Taylor
Taylor
Taylor
Taylor
Taylor
Taylor

TAYLOR UNIVERSITY

CELEBRATING 150 YEARS: THE HERITAGE

The year 1996 marks the 150th anniversary of the founding of Taylor University in 1846. During the year of 1846, Iowa became a state. The United States annexed New Mexico as a territory and declared war on Mexico. Henry Wadsworth Longfellow published *The Belfry of Bruges* and Herman Melville published *Typee*. Theodore Waitz published *Foundations of Psychology* and Friedrich T. Vischer published *Aesthetics*. Electric arc lighting was introduced at the Opéra, Paris, and the sewing machine was patented by Elias Howe in America. During this same year, the American dentist W. T. Morton introduced ether as an anesthetic. The American inventor John Deere constructed the first plow with a steel moldboard. Charles Dickens in London introduced the first cheap English newspaper, "Daily News", and also in London the Evangelical Alliance was founded. In Ireland, the failure of the potato crop caused a famine which would send thousands of Irish immigrants to America. During the same year, the Smithsonian Institution was founded in Washington D.C., and certain political movements in America gained momentum including those advocating the emancipation of the black slave and those advocating the rights of the woman. What a momentous year!

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor. In 1893, because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University re-established its presence in Fort Wayne by acquiring Summit Christian College (which had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz). Since 1992, Taylor University has operated two campuses: Taylor University, Upland, Indiana, and Taylor University Fort Wayne.

Bishop William Taylor, like the African student Sammy Morris, became a symbol of the values and ideals of the college. William Taylor was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings (many books on preaching and missions) and extensive world wide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

With this heritage, Taylor University entered the twentieth century. Taylor University's historian Dr. William Ringenberg noted, "The intellectual revolution at the turn-of-the-century cracked the spiritual foundations of major universities" in America by challenging the role of the Christian worldview. "This, coupled with the dehumanizing of education" and the unrest caused by "the inability of secular education to guide students in their quest for meaning" helped to further shape, strengthen, and define Taylor's Christian educational mission.

For 150 years, Taylor has been faithful to that mission.

A CHRISTIAN LIBERAL ARTS COLLEGE

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Fort Wayne student body consists of approximately 400 men and women. About thirty percent of the student population is over twenty-five years of age.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

The Fort Wayne campus of Taylor University consists of approximately 32 acres, located on West Rudisill Boulevard in Fort Wayne, Indiana. The section of the campus on the south side of West Rudisill consists of classrooms, administration, the library, a women's residence hall, the activities center and studios for WBCL radio. The part of the campus located on the north side of West Rudisill contains men and women's residence halls, the dining commons, the chapel, Community School of the Arts, and a maintenance facility.

Remodeling and restoration continue to enable maximum utilization and quality maintenance of facilities.

MISSION

Taylor University is an interdenominational evangelical Christian institution educating men and women for lifelong learning and for ministering the redemptive love of Jesus Christ to a world in need. As a Christian community of students, faculty, staff, and administration committed to the Lordship of Jesus Christ, Taylor University offers postsecondary liberal arts and professional education based upon the conviction that all truth has its source in God.

PURPOSES OF THE UNIVERSITY

To involve students in learning experiences imbued with vital Christian interpretation of truth and life which foster their spiritual, intellectual, emotional, physical, vocational, and social development.

To educate students to recognize that all truth is God's truth and that the Christian faith should permeate all learning leading to a consistent life of worship, service, stewardship, and world outreach.

To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.

To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ and which can be evidenced in a continuing lifestyle of service to and concern for others.

To contribute to the advancement of human knowledge and understanding, and serve the evangelical Christian church and the larger public community for the glory of God.

To build maximum program effectiveness by consistent study and improvement of curriculum and instruction, and by fostering mutually beneficial relationships between and among students, faculty, staff, and administration.

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of educational programs centered on two campuses. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

Taylor University Fort Wayne uses traditional and alternate delivery systems to serve both traditional age students and adult learners in educational programming that results in baccalaureate degrees, associate degrees, certificates of completion, and continuing education.

In the nontraditional adult programs, enrollment opportunities are extended to qualified individuals who respect, but may not personally embrace, the university's statement of faith.

Taylor University Upland serves Christian men and women in a community that consists largely of traditional age college students living in a residential campus setting and pursuing baccalaureate level degree programs.

Statement of Faith

Taylor University is firmly committed to evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the university, the trustees, administration, and faculty believe that 1) God is the ultimate creator and sustainer of all things in heaven and on earth; 2) the Holy Bible is the inspired, authoritative written word of God, progressively revealing God's will for humankind who, though created by God in His image, rebelled and needs redemption; 3) Jesus Christ is the Living Word of God, Who made known God's plan for redemption in His virgin birth, sinless life, atoning death, bodily resurrection, and ascension; and Who will return in power and glory; 4) the Holy Spirit is God present in the life of the believer, testifying to the Lordship of Christ and enabling the believer to live a godly life; and 5) the church is the community of believers who express their unity in Christ by their love for Him, for each other, and for all humankind.

Academic Objectives

To require demonstrated depth of learning in an academic major.

To structure the general education experience for the dissemination of the liberal arts heritage.

To foster the capacity for making sensitive, value-oriented judgments.

To engage in and encourage research.

To prepare students for conscientious and creative leadership in a technological world.

To establish foundations for graduate study.

To share intellectual expertise with the larger geographical, scholarly, and faith communities.

To anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives.

To prepare students to meet external certification and licensing requirements.

To provide preprofessional preparation.

ACCREDITATION AND MEMBERSHIPS

In its academic programs at Fort Wayne and Upland, Taylor University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, and the Indiana Professional Standards Board. Programs at Upland are also accredited by the National Association of Schools of Music and the Council on Social Work Education.

Memberships include the American Council on Education, National Association of Independent Colleges and Universities, Council of Independent Colleges, Independent Colleges and Universities of Indiana, American Association of University Women, Evangelical Council for Financial Accountability, National Association of College Auxiliary Services, Indiana Commission on Higher Education, National Association of Student Financial Aid, National Association of College and University Business Officers, Association of Governing Boards of Universities and Colleges, Associated Colleges of Indiana, Cincinnati Council on World Affairs, American Association of Colleges for Teacher Education, Indiana Consortium for International Programs, and National Association of Foreign Student Advisors.

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium which unites thirteen Christian liberal arts colleges with programs similar to those of Taylor. Of special interest to Taylor students are the opportunities for semester visiting student options on the other campuses and cooperative overseas programs.

Coalition for Christian Colleges and Universities

Taylor University is one of ninety colleges and universities who comprize the Coalition for Christian Colleges and Universities, a Washington, D.C.-based organization which was founded in 1976. The coalition exists to coordinate government information and to provide member colleges programs and contacts to enhance the integration of faith and learning. The coalition sponsors semester programs for qualified upper classmen from its member schools. These include the American Studies Program in Washington D.C., the Latin American Studies Program based in San Jose, Costa Rica, the Los Angeles Film Studies Center Program, the Middle East Studies Program in Cairo, Egypt, and the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod.

THE TAYLOR PROGRAM

The Academic Year

The academic calendar includes a fall and spring semester, an interterm in January, and three summer sessions.

Summer Program

The summer program involves courses on campus and at international sites. The sessions also offer independent studies, practicums, and internships.

Summer Session I is a four-week program during which students may complete up to six credit hours. Session II is a five-week program during which students may complete up to eight credit hours. Session III is a summer program for practicums, independent studies, and internships.

For more information on the summer session programs, contact the registrar or associate dean for academic affairs.

Interterm

Interterm promotes a change of pace in scheduling and learning styles for both students and professors. Because students concentrate on a normal load of four hours, the design permits flexible learning activities including domestic or international travel. Students are encouraged to choose creative options. Students may supplement their programs with interdisciplinary or nontraditional courses or take a required course in a varied format.

Community School of the Arts

The purpose of the Community School of the Arts is to meet the expressional needs of individuals of all ages in the family, church, school, and community. Activities within the Community School of the Arts include instructing, performing, and serving in music and other arts-related areas. These services fulfill the institutional mission which includes life-long learning and liberal arts and professional training within the context of a Christian institution. The Community School of the Arts is an affiliate member of Arts United of Greater Fort Wayne. Taylor University students are able to enroll in class and private instruction in a variety of areas (voice, piano, instrumental, etc.).

Adult and Continuing Education

Taylor University Fort Wayne offers a variety of courses and programs to assist in meeting the ever-changing educational needs of adults. Information about adult-oriented programs designed to enable adults to complete a college degree is available from the Admissions Office. Inquiries about continuing education, such as conferences, seminars, workshops, certificate programs, etc., should be directed to the associate dean for lifelong learning.

Institute of Correspondence Studies

The Institute of Correspondence Studies is in the forefront of distance education, providing over 70 college-level courses through various mediums to almost 3,000 students worldwide. A limited number of these courses may be applied toward certificate programs or degree requirements at Taylor. All are challenging opportunities for enrichment and personal growth. Specific information is available from the Institute of Correspondence Studies.

Cooperative Education Program

Cooperative Education alternates periods of full-time study with periods of full-time work at an employment site. This professional-level program allows students to gain experience in their chosen field of study, thus better preparing them for employment upon graduation. While at an employment site, students earn a competitive wage which helps finance a portion of their educational expenses. Academic credit is granted during work periods, and the experience is monitored by the university and the employer. Students must complete the sophomore year and maintain a B average to qualify for the Taylor University Co-op Program. Interested students should contact the co-op program director before the end of their freshman year.

Credits-in-Escrow

Outstanding high school students may enrich and expand their educational experiences by enrolling at Taylor University on a space available basis for the fall and spring semesters. Full college credit is awarded for all courses satisfactorily completed according to the university's established requirements and procedures. Escrow credits earned at Taylor may be transferred to any college.

Senior Citizens Program

A senior citizen's discount is available to persons who qualify and complete a guest application with the senior citizen designation. The applicant must register for the desired courses and pay the appropriate charges at the time of registration. Persons sixty years of age or older may have the senior citizen designation and the resulting tuition discount when taking courses at Taylor.

OFF-CAMPUS/INTERNATIONAL STUDIES PROGRAMS

American Studies Program

The American Studies Program, located in Washington DC, is sponsored by the Coalition for Christian Colleges and Universities. Taylor University students apply for admission to the program and, if accepted, may participate for four months during fall or spring semester. Students serve as interns and participate in a contemporary, issue oriented seminar program. Internships are available in congressional offices, social service agencies, think tanks, cultural institutions and many other organizations. The program is designed for juniors and seniors with a wide range of academic majors and vocational interests. Study at this Washington campus for the coalition colleges is viewed as one way of challenging students to consider the meaning of proclaiming the Lordship of Jesus Christ in all areas of life, including career choices, public policy issues, and personal relationships.

AuSable Institute of Environmental Studies

Taylor is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, MI. Taylor students may take summer courses for credit at AuSable and may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts.

Business Study Tours

In alternating years, the Business Department offers two international business tours during January interterm as described below:

The **Greater China Business Study Tour** combines traditional classroom course work with travel and cultural experience and business visitations. Time is spent in China, Taiwan, and Hong Kong. Research projects for American industry are often completed.

The **European Business Tour** includes international business and marketing with Belgium, England, France, Germany, Holland, Italy, and Switzerland as the classrooms. Students visit well-known corporations such as Lloyds of London, Amsterdam's diamond companies, and Opel in Frankfurt. They also visit NATO in Brussels, Heidelberg University, and Europe's most famous castles. European history and culture are explored through stops at the Anne Frank home, Notre Dame, and the Louvre Art and VanGogh Museums, and by travel on the Rhine River.

Christian Center for Urban Studies

Taylor University is affiliated with the Christian Center for Urban Studies (formerly Wesleyan Urban Coalition), which serves as a cooperative education center linking the Olive Branch Mission in Chicago with twelve Christian colleges and seminaries. The center's objective is to foster personal and corporate discipleship through involvement in urban ministry, living in Christian community and study of urban life and systems. Specific programs range from weekend field trips to three-week miniterm and semester-long

programs. Students live in facilities owned by the Olive Branch Mission and experience firsthand an inter-city environment.

Coalition for Christian Colleges and Universities Student Exchange Program

The Coalition for Christian Colleges and Universities provides a student exchange program during January interterm at many of the Coalition member colleges and universities on the 4-1-4 calendar. The special courses offered reflect the breadth of opportunities available to students through this cooperative program. Participating students sense the oneness in Christ to be found among the member colleges of the Coalition.

Consortium Visitor Program

The Christian College Consortium's student visitor program is designed to enrich ones educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the student visitor program, one semester or its equivalent can be spent on one of thirteen Consortium campuses without transferring, losing credits at Taylor, or completing lengthy enrollment forms.

Cross Cultural Counseling in Albania

During the first summer session, the psychology department offers a study trip to Albania. The purpose of this experience is to create an understanding of the issues surrounding the development of counseling and psychological service professions in a former communist republic. The topic of cross cultural counseling is investigated against the backdrop of the history, culture and social problems of Albania. Students work at the University of Tiran to study a counseling program emphasizing a Christian world view. Seminars for beginning a clinical psychology program are conducted for Albanian students and faculty.

Daystar University, Kenya

The Christian College Consortium allows junior or senior students to spend a fall or spring semester studying at Daystar University in Nairobi, Kenya. Participants attend classes with over 1,000 African students who are studying for the BA degree. All instruction is in the English language and is offered by a faculty of African nationals. This program provides students exposure to the rich culture and heritage of the African people.

HEART Institute Program

The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication/community development, nutrition/food preparation, and primary health care. This program takes place at the Heart Institute in Lake Wales, Florida.

Institute for Family Studies

The Institute for Family Studies, under the auspices of Focus on the Family in Colorado Springs, provides a unique values-oriented, biblically based educational program in which students examine critical family issues. The curriculum is composed of four core courses, a practicum experience in one of the various departments at Focus, and an integrative research project. Taylor University may recommend up to three students per semester and will grant elective academic credit for courses successfully completed. Students must be juniors or seniors in good academic and social standing.

Israel/Greece Study Tour

The Department of Biblical Studies on the Upland campus sponsors a three week trip to Israel and Greece during January interterm. The trip focuses on ancient history and biblical developments of the Old and New Testament eras. A key biblical emphasis is on the life and journeys of the apostle Paul. Students visit key sites in both Israel and Greece.

Jerusalem University College Studies

The Department of Biblical Studies on the Upland campus offers an opportunity for fall or spring semester studies at Jerusalem University College *(formerly Institute of Holy Land Studies)* in Israel. Choice of several course offerings is available. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and the Middle East.

Latin American Studies Program

The Latin American Studies Program in San Jose, Costa Rica, is sponsored by the Coalition for Christian Colleges and Universities. The program is designed for junior and senior students and has three tracks--language and culture, natural science, and international business. The language track is offered during the fall or spring semesters and is designed for Spanish and social science majors but is available to others as well. The tropical sciences and sustainability track is offered spring semester only and is designed for biology, ecology and environmental science majors. The international business and management track is offered fall only and is designed for business majors interested in issues related to international business. All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in a service project, and travel within Central America.

Literary London

A study tour of London, England, is offered annually by the English Department during interterm. Students may receive credit in general education, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals to enhance their understanding of British life.

Los Angeles Film Studies

The Los Angeles Film Studies Center, located in Burbank, California, provides a values based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Coalition for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester study program with internship experiences to equip students to be a positive Christian presence in the film industry.

Middle East Studies Program

The Coalition for Christian Colleges and Universities sponsors a Middle East Studies Program in Cairo, Egypt. Students who are juniors and seniors are exposed to the vast resources of Cairo during the fifteen-week fall or spring semester. Courses such as Introduction to Arabic, Peoples and Cultures of the Middle East, Islam in the Modern World, and Conflict and Change in the Middle East Today maximize the educational and experiential impact of the curriculum. After living in Cairo for thirteen weeks, the students travel to Israel for two weeks as part of the final module. Involvement in a local service project is an important component of the program.

Oregon Extension

Taylor participates in the Oregon Extension through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of credit under the general category of Contemporary Life and Thought.

Oxford Study Program

The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. It is based on a tutorial method of learning at England's Oxford University. One part of the program consists of group class lectures on three areas of British culture. The second part consists of each Taylor student meeting weekly with an Oxford tutor on a topic

of the student's choice. Students are housed in homes of British Christians.

Russian Program—Nizhni Novgorod

In 1991 Taylor began a faculty-student exchange with Nizhni Novgorod State University. Taylor students may earn credit in Russian language and culture during residence at this major university in the historic city of Nizhni Novgorod, located on the banks of the Volga River some 230 miles east of Moscow. The experience includes excursions to many cultural sites and emphasizes living and learning with Russian students of English.

Russian Studies Program

Students may discover firsthand the richness of Russian language, culture, and history through a unique living/learning semester abroad sponsored by the Coalition for Christian Colleges and Universities. The Russian Studies Program makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debates; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and Western influence are wed in a city rich with history and culture. The semester includes the opportunity to participate in a service project and to live with Russian families.

Semester in Spain

The Department of Modern Languages participates in the Semester in Spain Program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain, the site of the 1992 World's Fair. The city's theaters, galleries, museums, and 400-year-old university provide many opportunities for cultural activities.

Spanish Abroad

The Department of Modern Languages sponsors a program in San Jose, Costa Rica, which offers the possibility of eight hours credit in intermediate and/or advanced Spanish during five weeks in the summer. Students study with professors from Taylor and live with Costa Rican families. Opportunities are provided for travel to sites of historical interest, and cultural programs are included in the varied itinerary.

CAMPUS FACILITIES

Bethany Hall was constructed in 1929. This 14,000 square-foot structure currently serves as a residence hall with a capacity for 41 women, most of whom reside in single rooms. During its 60-year history, this north campus facility has also been used as an administrative and classroom building.

Brown Gables, home to TUFW's vice president, was first purchased by the school in 1960. It was later sold and then repurchased in 1993. The spacious accommodations of the vice president's home are ideal for entertaining students and guests of the university.

Founder's Memorial Hall, constructed in 1941, houses a variety of significant campus facilities, including the 600-seat **Ramseyer Chapel**, the campus dining hall and the office of the campus nurse. The Taylor University Fort Wayne Community School of the Arts, also located in this 43,000 square-foot building, provides instrumental music lessons, vocal lessons, and ensemble opportunities to Taylor students and to the Fort Wayne community. This north campus building contains an electronic music lab and 14 sound proof studios.

The **Gerig Activities Center**, a focal point for concerts, special events and intercollegiate athletics, is the newest building on the Fort Wayne campus. Built in 1989, this 34,000 square-foot facility houses athletic offices, a physical education classroom and a physical fitness room. The gymnasium features two full-length basketball courts and boasts concert seating for 1,600.

Hausser Hall, built in 1964 as part of the south campus plan, stands in a beautiful wooded corner of the campus. This two-story building houses 100 women and offers a kitchen and a spacious lounge area with a fireplace.

Lehman Memorial Library, built and occupied in 1960, is situated on the south campus. The 21,000 square-foot library houses approximately 65,000 volumes and subscriptions to over 350 periodicals. In addition to easy access to other area libraries through interlibrary loan, the Lehman Library has its own CD-ROM work station. The library also houses the S.A. Witmer collection of artifacts from the Near East and other collections. The library is home to TUFW's Center for Audio-Visual Education and the Instructional Materials Center, and an interactive video classroom.

Leightner Hall, acquired in 1954, serves as the TUFW student union. Affectionately known as "The Hollow," the 5,000 square-foot building contains a lounge area with a television and stereo, a snack shop, game rooms and a prayer chapel. Several student activities organizational offices are also located here including the yearbook offices and darkroom, Taylor World Outreach offices, and the offices for Harambe, TUFW's student multicultural association.

Residence Hall, constructed in 1949, is an on-campus apartment complex for married students. Situated on the north campus, this ten-unit complex features single bedroom apartments and in-house laundry facilities.

Reynolds Maintenance Building, completed in 1982, was named for Edison Reynolds who served as the chief of buildings and grounds for 29 years. This facility houses the campus maintenance offices and workshop.

Schultz Hall, constructed in 1904, was the first official campus building. It originally accommodated all college activity and contained classrooms, faculty and administrative offices, the chapel, cafeteria, and student residences. Located on the north campus, this two-story building currently serves as a residence hall, housing men and women on separate floors. It has a capacity of 114 students.

Wiebke House, located on a slight rise in the land contour on the west side of the south campus, is TUFW's most historic building. This large brick home was built in the early 1800's in the middle of the Wiebke farm and became available for student use in 1959. Serving as a residence hall for male or female students, depending on need, it now houses 12 students.

Witmer Hall, facing Rudisill Boulevard on the south campus, serves as the primary academic and administrative facility. Completed and occupied in 1970, this modern 44,000 square-foot building houses classrooms, two computer labs (MacIntosh and IBM compatible), a large lecture hall, a science laboratory, and the campus bookstore. The Office of Admissions and the Registrar's Office are located on the first floor. Offices of Business, Financial Aid, Student Development, Alumni, University Relations, the Associate Dean for Academic Affairs, and the Vice President are located on the third floor of this attractive building.

WBCL Studios, immediately adjacent to the Activities Center on the south campus, is the broadcast facility of one of the nation's most lauded Christian radio stations. The studio facility contains several control rooms, an interview and news room, as well as administrative offices. Listener-supported WBCL broadcasts 24 hours a day at FM 90.3 and is simulcast on FM 89.5 WBCY in northwest Ohio. WBCL and WBCY are the radio ministry of Taylor University.

BETHANY HA

STUDENT DEVELOPMENT AND SERVICES

The offices and programs of Student Development and Services seek to insure and promote each student's sense of belonging and personal growth and development at Taylor University. Beginning with admissions staff recruitment of capable and coachable minds and hearts and culminating in a proactive career development program, each of the varied components of Student Development and Services enhances the academic thrust of the university.

OBJECTIVES OF STUDENT DEVELOPMENT AND SERVICES

To provide the environment, resources, and programs which maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.

To provide programs which promote ethnic and cultural understanding.

To provide professional counseling and health care services for students.

To create a residence life program which encourages personal growth and fosters a living out of the Life Together Covenant.

To provide safe, attractive, and comfortable housing facilities for students.

To provide wellness programs, experiences, and information which help students to live healthy and balanced lives.

To provide a campus community which is safe and secure for students.

To provide orientation services that will aid students in their transition to Taylor University and college life.

To enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, recreational, athletic, and leadership programs.

To assist students with career planning that will result in professional preparation for placement.

To insure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.

ADMISSIONS

Through the Office of Admissions, prospective students may obtain information on how to become a part of Taylor University Fort Wayne's unique educational experiences which weave together scholarship in the liberal arts tradition, Christian commitment, strategic career development, and a closely knit, residential campus community.

Secondary School Preparation

Applicants to Taylor University Fort Wayne should have graduated from an accredited secondary school (a GED is also acceptable) and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student's achievements in co-curricular activities. Applicants should have pursued a challenging college preparatory course load including each of the following:

English	4 years
Mathematics	3-4 years
Laboratory Science	3-4 years
Social Science	2 years
Foreign Language	2 years recommended

Introductory courses in music, art, and computing are encouraged.

Application Procedures

Application materials may be requested by phone or by writing to the Office of Admissions. Students are encouraged to submit the required credentials early in the academic year preceding their desired enrollment. Required credentials include:

Application form
High school transcript
Recommendations from a guidance counselor and pastor
Aptitude test scores (either the SAT I or ACT)

Taylor University recommends that college entrance examinations be taken during a student's junior year of high school. For tests to be considered official, they must be sent from the high school or testing service directly to the Office of Admissions, Taylor University Fort Wayne, 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807. A personal interview may be requested by the director of admissions.

Nontraditional Students

Applicants to Taylor University Fort Wayne who are 24 years of age or older are considered nontraditional students. The university recognizes that the factors which indicate an individual's potential for success in college change over time. In evaluating applications and transcripts of nontraditional students, every effort is made to be sensitive to the additional maturity and growth which life experience provides. Required credentials for nontraditional students include:

Application form
Personal recommendation
High school transcripts (or GED)
Transcripts from any college attended

In addition, a personal interview and/or SAT I/ACT scores (or alternative) may be required before an admission decision is made.

Transfer Students

Transfer students are welcomed at Taylor. Taylor University accepts in transfer those courses carrying grades of C- or above from accredited institutions. Required credentials for transfer students include:

Application form
Recommendation from pastor
Transfer verification form and official transcripts from *each* college attended

Generally, a minimum college GPA of 2.5 is required; test scores are not required if a full term of college work has been successfully completed. The transfer policy is listed in this catalog under Academic Regulations.

Honors Admission

Students with exceptional high school records may be admitted under honors admission status. Freshmen admitted with honors status are usually eligible for academic merit scholarships.

Regular Admission

Students may apply for admission after they have completed their junior year of high school. Most students accepted into degree programs at Taylor University Fort Wayne are admitted under regular admission status. Admission decisions are made on a rolling basis.

Provisional Status

Students who do not meet the minimum academic standards but who show unusual promise for college success may be granted provisional admission. Provisionally accepted students will follow a prescribed schedule of less than 15 credit hours and will meet regularly with an advisor from the Learning Support Center. The prescribed schedule includes Foundations of Christian Thought, New Student Orientation, Fitness for Life, an English class appropriate to proficiency level, and Applied Learning Techniques. Students admitted under this classification must earn a gpa high enough to avoid academic probation at the end of two semesters in order to remain at Taylor. Provisional acceptance status does not restrict participation in intercollegiate athletics. For additional information, contact the Office of Admissions.

Guest Status

Guest students are nondegree seeking students in the following categories:

Those who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.

Those high school students who wish to take college courses and apply these hours to credits-in-escrow.

Those students who attend one of the Christian College Consortium schools and desire to compliment their preparation with course work at Taylor.

Those individuals who wish to take one or two courses solely for the purpose of self-improvement. No more than 24 hours may be earned while holding guest status. Transfer credits will not be accepted while holding guest status.

Guest students may earn no more than 24 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Students who wish to apply credits toward a degree must apply for regular admission to the university through the Admissions Office.

International Students

Taylor University welcomes international students and works closely with each applicant throughout the admissions process. International students desiring admission should write to the Office of Admissions for special instructions.

Matriculation Fee

Taylor University Fort Wayne requires a $150 matriculation fee for all new full-time students who plan to live on campus during the regular school year. (All traditional students are required to live on campus unless they are commuting from their parents' home.) The $150 matriculation fee includes $100 toward tuition and a $50 housing deposit. Students not living in university housing pay a $100 matriculation fee.

The matriculation fee confirms a student's desire to attend Taylor University Fort Wayne. When the fee has been received and accepted, a place in the student body is secured. Matriculation fees are honored on a first come/first served basis as openings are available.

For students enrolling for the fall term, the matriculation fee may be paid anytime after the student's acceptance. For students who cancel their acceptance before May 1, the matriculation fee is fully refundable. Refunds will not be made after May 1.

For students enrolling for the spring term, the matriculation fee may be paid any time after the student's acceptance. Payments will be accepted on a first come/first served basis as openings are available. Matriculation fees for canceled students will be refunded until November 1. Refunds will not be made after November 1.

Advanced Placement and Credit

To seek advanced standing or college course credit, an applicant may take an Advanced Placement Examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement Examination may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary among subjects; score levels considered passing may be obtained from the Office of Admissions.

Advanced credit may also be gained through the subject exams of the College Level Examination Program (CLEP). Complete information regarding advanced placement may be secured from the Office of Admissions.

Office of Admissions
Taylor University Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, Indiana 46807

FINANCES AND FINANCIAL AID

Student Expenses

Students attending Taylor University are paying only a part of the actual cost of education. Each student receives an educational subsidy to the extent that the amount billed is less than the institution's cost of providing the educational experience. Income from contributions, earnings on the endowment, grants, and other sources offsets the total cost of a Taylor education in the determination of student costs.

The college reserves the right to increase rates if and when necessary.

Annual Costs

Please refer to the Taylor University Fort Wayne Tuition and Fee Schedule for the current costs for an academic year.

Other Charges (subject to change)

Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Advance Payment

All returning students are required to pay an advance payment of $100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the $100 advance payment to returning students will be granted as follows: through June 30,

full refund; July 1-14, $75; July 15 and after, no refund.

Advanced Placement Examination

A $20 fee is assessed for each hour of college credit awarded.

College Level Examination Program

An examination fee of $35 is charged for each test administered, and a $20 recording fee is assessed for each hour of college credit awarded.

Special Materials

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs will vary by course and cover only the materials used by the individual student.

Graduation Fee

A graduation fee of $60 is charged to all candidates for graduation and is included in the cost of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

Student Insurance

Taylor University provides a student insurance program which is available to all students. The program is not mandatory although students are encouraged to participate. Coverage is available for single students, for husbands and wives, and for families. Rates are available upon request from the Business Office.

Late Registration

A reinstatement fee of $25 is charged to returning students who have not registered by the end of the registration period.

Payment of Bills

The bill for fall semester is mailed to each preregistered student, with a copy to the parent(s), at least three weeks prior to the beginning of the fall term. Charges for interterm will be included on the billing for spring term which is mailed two weeks prior to the beginning of interterm. Preregistered students are required to make the minimum payment two weeks prior to the first day of fall and/or spring semester. To be enrolled in classes, students not preregistered must make the minimum payment on the day they register. Payment of the amount due for each term may be handled in one of the following ways:

(a) Payment in full: Required of all full-time students unless option b, c, or d below is secured. Payment in full is required of all students carrying six hours or less.

(b) Minimum payment: One half of the net amount due (i.e. charges minus estimated financial aid listed on the invoice) must be paid two weeks prior to the start of the semester. The remaining balance will be due the last working days of October and March respectively. Any balances which are not paid by the due date will be subject to an interest charge of 13% annually. The fee for using this option is $50 per semester.

(c) Academic Management Service (AMS): This method of payment provides for monthly payments beginning in May, June, or July, in anticipation of fall enrollment. There is a nominal one time fee and there are no interest charges for this service. Full AMS guidelines are available from the Business Office.

(d) Special Arrangements: Hardship cases must be worked out in writing in advance with the Business Office.

Additional information can be found in the Tuition and Fees Schedule. This publication is available in the Business Office.

A charge is made for collection of overdue bills. If permission has been granted for a delay in the completion of the final payment due each term, an interest charge of 13% annually will be added.

All accounts must be paid in full before a student can complete the process of registration for the next academic semester or receive transcripts or diplomas.

Withdrawal Procedures

Withdrawal forms may be secured from the dean of students.

In cases of withdrawal of full-time students from the university, refunds of student charges for tuition, room, and board are based on the following schedule:

Basic fees are nonrefundable. There is no refund for withdrawals after the end of the sixth week.

Less than full-time students are refunded 100% of tuition during the first three weeks of school. No tuition is refunded after three weeks. Room and board refunds follow the Refund Schedule below.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The matriculation fee and housing deposit will be forfeited for students who complete registration but must withdraw before attending classes. Any deviations from the refund policy are at the discretion of the vice president for the Fort Wayne campus and dean of students.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Refund and Replacement Policy. Copies of this policy are available upon request from the Financial Aid Office.

Financial Aid

The financial aid program at Taylor recognizes that it is the basic responsibility of students and their families to finance a college education. However, the rising

Refund Schedule

Withdrawals to the end of	Tuition	Room	Board
First week through Monday	90%	Prorated	Prorated following the first week-end of the term
Second week	90%	Nonrefundable	Prorated
Third week	75%	Nonrefundable	Prorated
Fourth week	60%	Nonrefundable	Prorated
Fifth week	45%	Nonrefundable	Prorated
Sixth week	20%	Nonrefundable	Prorated
Seventh week to end of semester	0%	Nonrefundable	Nonrefundable

cost of education has made it necessary for many students to enlist financial assistance outside their personal resources. Financial aid helps many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships which require superior academic achievement and ability. If the student's aid package is based on financial need, the total package (including merit and outside scholarships) cannot exceed the student's financial need.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If there is a difference between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need will include consideration of the parents' and student's income and assets, family size, and number of family members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University Institutional Financial Aid Application. An analysis of these statements yields the amount that the family is expected to contribute.

It should be noted that many aid programs require that a student be enrolled full-time (minimum of 12 credit hours per semester). Students who plan to enroll on a part-time basis should consult the Financial Aid Office about the availability of financial aid programs.

To continue to receive financial aid, a student must reapply each year. To maintain eligibility for financial aid, a student cannot be on extended academic probation and must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request from the Financial Aid Office.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students' SAT scores and class rank information from the Admissions Office.

In order to receive need-based financial aid, these steps must be followed:

1. *Be accepted for admission* to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized. Please note: Transfer students must indicate Taylor University Fort Wayne as a recipient of their FAFSA information and have their financial aid forms postmarked by March 1.
2. *Complete the Free Application for Federal Student Aid* (FAFSA) as soon as possible *after January 1*, and mail it to the processor. *Also complete the Taylor University Institutional Financial Aid Application*, and send it directly to the Financial Aid Office. *Both forms must be POSTMARKED by March 1 in order to be considered for need-based institutional aid.* A receipt of mailing should be acquired from the post office as proof of postmark. Students whose forms are postmarked after this date will only be eligible for the Federal Stafford Loan, Federal Pell Grant, Federal PLUS funds, and nonneed merit-based aid.
   a. FAFSAs may be picked up in high school counseling offices or university financial aid offices. The Taylor University institutional form is only available from the Office of Financial Aid
   b. In order to avoid unnecessary delays in processing, the Financial Aid Office strongly recommends that a family complete income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
   c. The release of information to Taylor University Fort Wayne should be clearly indicated on the FAFSA. (Taylor University Fort Wayne campus' institutional code is E00624.)
   d. Students desiring scholarships or grants from the states of Indiana, Pennsylvania, Vermont, or Massachusetts must request that their FAFSA information be released to the appropriate state agency. There may be additional forms required in order to receive state aid. Please check with your high school guidance officer regarding which forms are required by your state.
   e. *In order for Indiana residents to be considered for state aid, their FAFSA must be postmarked by March 1, and they must request that a copy of the FAFSA be sent to the Indiana State Agency.* No other form is required.
3. Submit a financial aid transcript from each previously attended college (even if you did not receive financial aid at that college).

In order to receive timely consideration in the awarding of financial aid, please submit these forms and respond promptly to requests for any additional information or documentation.

Merit-Based Awards

President's Scholarship: Requires minimum SAT verbal of 500 and composite of 1300 plus rank within top 10% of the high school class; renewable if student maintains 3.2 GPA. Amount: $1,000 regardless of need, or $2,000 if financial need is demonstrated.

Dean's Scholarship: Requires minimum SAT verbal of 450 and composite of 1200 plus student must rank in top 15% of the high school class; renewable if student maintains 3.2 GPA. Amount: $750 regardless of need, or $1,500 if financial need is demonstrated.

Need-Based Awards

(as determined by the FAFSA and institutional aid application)

Church Matching Grant: Taylor University matches 100% of a church's gift to a full-time student with Taylor's maximum match totaling $500 for the academic year.

Taylor University Gift Grant: Given to students with financial need and meeting individual criteria as stipulated by donors. This may include specific major, GPA, and/or area of residence. Total aid package may not exceed financial need.

Taylor General Grant: Financial need is the only criterion. These awards are in addition to loans and earnings from work study.

Taylor University Employment: A student generally must demonstrate financial need. Exceptions include personnel assistants in residence halls or students who possess required skills such as computer knowledge.

Miscellaneous Scholarships

There are a number of scholarships available that are made possible through the generous contributions of friends of Taylor. Students applying for financial aid are automatically considered for these. A complete listing is shown below:

Harvey Ache Memorial Scholarship
Jewel Ache Memorial Scholarship Fund
Alumni Endowment Scholarships
Evelyn M. Barrand and Blanche E. Bradford Memorial Scholarship
Brandenberger Foundation Annual Scholarship
Hal & Tillie Carpenter Scholarship Endowment
Wilbur Ross Cochlin and Maude L. Cochlin Memorial Scholarship
Oscar A. & Ramona J. Eicher Scholarship Fund
Eicher Memorial Scholarship
Enlo Gaff Memorial Scholarship
Jacob & Alice Gerig Memorial Scholarship Fund
Kenton Gerig Memorial Scholarship Endowment
Grabill Bank Annual Scholarship
Mary L. Haller Scholarship Endowment
Pete & Virginia Hamilton Scholarship
Helrigel Memorial Scholarship
Hill-McVay Annual Scholarship
Alma Hirschy Memorial Scholarship Fund
Theodore Hirschy Memorial Scholarship Fund
Lillian Heaston Hogue Scholarship Endowment
Adelle Isaac Memorial Scholarship
Gary Litwiller Memorial Scholarship
Roy Meyer Scholarship Fund
Eva Miller Memorial Scholarship Fund
Wayne V. Mosbaugh Memorial Scholarship
Levi and Pearl Moser Scholarship
Parents' Cabinet Scholarship
Philip (John 1:44) Scholarship Endowment
Verdie and Hazel Poorman Scholarship
Powers Memorial Scholarship
John L. and Mary Ramseyer Scholarship Endowment
Mary Edith Reiff/South Side High School Scholarship Fund
Reiff Freshman Initiative Scholarship
Reiff Memorial Scholarship Fund
Dr. Amos and Clara Reusser Memorial Scholarship Fund
Doris E. Reynolds Scholarship Fund
Evelyn M. Rhodes Memorial Scholarship Fund
Charles A. Roberts Memorial Endowment Fund
Joseph Schindler Family Memorial Scholarship
Mary C. Spencer Memorial Annual Scholarship
Billy Springfield Memorial Scholarship
Esther Steinman Memorial Scholarship
Kathryn Anne Swanson Memorial Annual Scholarship
Clyde Taylor Endowment for World Mission
Esther M. & Gilbert J. Waddington Memorial Scholarship Fund
Forest Weddle Memorial Scholarship
Hugo & Lorena Weinman Memorial Scholarship Fund
Herald J. Welty Scholarship
C.H. & Ruth Wiederkehr Scholarship
Revs. Harold I. & Mary Elizabeth Zook Memorial Scholarship Fund

Federal Aid

Anyone may apply for federal aid by completing the FAFSA.

Grants

Federal Pell Grant
is based on financial ned as determined by the FAFSA.
offers a maximum $2,340/year (amount subject to change on yearly basis).

Federal Supplemental Educational Opportunity Grant
is based on financial need as determined by the

FAFSA; replaces Taylor General Grant
provides a maximum $4,000/year.

Loans

Federal Perkins Loan
- is based on financial need as determined by the FAFSA.
- loans a maximum of $1,500/year according to financial need.
- requires beginning repayment nine months after student leaves school.
- charges a 5% interest rate.
- is awarded through Taylor University; must be signed for every semester it is received.

Subsidized Federal Stafford
- is a bank loan and a separate application must be completed.
- is based on financial need as determined by the FAFSA.
- loans a maximum of $2,625/year for freshmen, $3,500/year for sophomores, and $5,500/year for juniors and seniors depending on financial need.
- requires beginning repayment six months after student leaves school.
- has a variable interest rate, capped at 8.25%.
- is available through applications provided by the Financial Aid Office.
- must be applied for in the Financial Aid Office by July 1 to insure disbursement for the August payment.

Unsubsidized Federal Stafford Loan
- is not based on financial need.
- requires interest payment from the student from the date of disbursement.
- operates otherwise same as subsidized loan.
- cannot exceed maximum loan limits when combined with a subsidized loan.

Federal PLUS (Parent Loan)
- is a bank loan and a separate application must be completed.
- is not based on financial need.
- may not exceed cost of attendance minus other aid.
- allows payments on principal but not payments on interest to be deferred while the student is in school.
- has a variable interest rate capped at 9%.
- may be sought via the Financial Aid Office.

Work

Federal Work Study
- is based on financial need as determined by the FAFSA.
- allows $1,500 maximum earning per year.

State Aid

Indiana

Higher Education Grant
- is based on financial need as determined by the FAFSA.
- provides a maximum $1,965/year (amount subject to change on yearly basis).

Freedom of Choice Grant
- is based on financial need as determined by the FAFSA.
- offers a maximum $2,715/year (amount subject to change on yearly basis).

Other States

Pennsylvania, Massachusetts, and Vermont state grants
- are awarded to students even if they attend out-of-state colleges.
- are based on financial need as determined by the FAFSA.

Additional Information

A Financial Aid Fact Sheet is available upon request. Specific questions about financial aid should be addressed to:

Taylor University Fort Wayne
1025 West Rudisill Boulevard
Fort Wayne, Indiana 46807
1-800-233-3922
219-456-2111

ATHLETICS

Mission

Athletics is an integral part of the concept of "whole person" education at Taylor University Fort Wayne. The total development of the student athlete is the paramount goal in the athletic program. In practical terms, this means that participation in athletics provides an avenue through which student athletes are developed, tested, and encouraged to achieve their maximum potential physically, emotionally, intellectually, and spiritually. Athletic competition is designed to assist and support student athletes in their understanding of a Christian response to fundamental human experience.

Sports

Taylor University Fort Wayne provides intercollegiate competition in two sports for men and two sports for women. Women's volleyball and men's soccer are scheduled during the first half of the fall semester. Overlapping the fall, interterm, and spring semester are the sports of men's basketball and women's basketball.

Intramurals

The intramural sports program is provided for student enjoyment by the Athletic Department in cooperation with Student Life. Intramurals are designed to provide a wide variety of activities for meeting the recreational and competitive needs of the TUFW student body. Flag football, volleyball, and basketball are provided for both men and women; coeducational competition is featured in the spring softball games. Floor hockey is a popular winter activity for men and women. Individual competition in cross country events, tennis, and chess takes place throughout the academic year.

STUDENT DEVELOPMENT

The "whole person" education of students is expanded through the Taylor University Fort Wayne student development program designed to enrich and support the students' classroom experience. The student development program includes residence life, campus government, spiritual life and student ministries, career development, counseling services, health services, services for students with disabilities, leadership development, multicultural affairs, new student orientation, and student activities, organizations, and publications.

All members of the Taylor University Fort Wayne community commit themselves to the following community life expectations:

The Life Together Covenant

Taylor University is a community of Christians who are united in the pursuit of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of the Life Together Covenant is to identify the expectations for community participation that will assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations which are totally acceptable to every member. Nevertheless, certain expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities outlined in the Life Together Covenant.

Assumptions

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.
2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God through the Holy Spirit places in every be-

liever the inner resources and attributes to minister to others through supportive relationships.

Responsibilities for Relationships

Living in daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love.

We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers . . . let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother. (I John 3:11-16, 18; 4:11,21 NIV)

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable in our relationships.

Edification

We expect each member of the community to strive consciously to maintain relationships which support, encourage, and help others.

We who are strong ought to bear the weaknesses of those without strength and not just please ourselves. Let each of us please his neighbor for his good, to build him up. (Romans 15:1-2 NIV)

Bearing with One Another

Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states,

. . . clothe yourselves with compassion, kindness, humility, gentleness, and patience. Bear with each other and forgive whatever grievances you may have against one another. (Colossians 3:12 NIV)

Burden Bearing

We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trial. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession.

Speaking the Truth in Love

A community such as ours can be strengthened by speaking the truth to each other with love. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount, and if the confronter is acting in love, the process can produce growth.

Reconciliation, Restoration, and Restitution

Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:15-19 NIV states: *. . . and He (Christ) has given us the ministry of reconciliation . . . and He has committed to us the message of reconciliation.*

Implementing the above expression of love in relationships requires continual effort and sensitivity to others. Relationships of this quality enrich our lives, honor God, and assist in meeting the goals of the university.

Responsibilities for Behavior and Attitudes

Biblical Expectations

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include *"love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law"* (Galatians 5:22-24 NIV). These fruits of the Spirit are to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in Scripture and, therefore, should be avoided by members of the university community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities requires behavior that conflicts with the teaching of Scripture. On such occasions, each individual will submit voluntarily to the civil penalty for his behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university's disciplinary procedures.

University Expectations

In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at Taylor University:

1. Members of the community are expected to observe the Lord's Day (Sunday) by attending worship services at a church of their choice. Sunday is a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, business as usual relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.
2. Corporate worship, fellowship, and instruction are essential for campus community goals. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to these community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university-related religious activities as well as those of their own church.
3. The community recognizes the danger to one's physical and psychological well-being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.
4. Gambling (exchange of money and goods by betting or wagering) is viewed as an unwise use of God-given resources and therefore is not acceptable in any form.
5. Because a significant number of evangelical Christians view social dancing as a morally questionable activity, social dancing is not permitted on or away from campus. However, acceptable forms of expressions in the academic program may include sanctioned folk dance, ethnic games, and the use of choreography in drama, musical productions, and athletic events.
6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or handicap is not acceptable.
7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.

8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided.
9. The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.
10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.
11. Members of the community are subject to the demands of academic integrity such as honesty and giving credit to sources.
12. Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the *Student Life Handbook,* the *University Catalog,* and the *Taylor University Faculty and Administrative Handbook.*

The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The statement addresses relationships and behavior; these emphases are parallel and vital to the quality of our experience together. The behavioral portion of the statement includes standards that are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community:

Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace. Let the word of Christ dwell in you richly as you teach and admonish one another . . . And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God . . . (Colossians 3:12-17 NIV).

Students are responsible for implementing the relational and behavioral expectations listed above when the university is in session, when they are part of a university program, or when they are living in university-approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, resident students who are home for vacation or the weekend are assumed to be a part of that family unit and under the direction of their parents. Students who commute from the homes of their parents are expected to abide by these policies except when university regulations conflict with the governance of the home.

Sanctity of Life Statement

Scripture affirms the sacredness of human life which is created in the image of God. *Genesis 1:27, "So God created man in His own image, in the image of God He created him; male and female He created them." NIV.* Therefore, human life must be respected and protected from its inception to its completion.

Residence Life

Taylor University Fort Wayne places a strong emphasis on community development. The mission of the residence life program is to create an environment which fosters the basic values of Christian community. The residence life program is based on a wellness model which includes the spiritual, intellectual, emotional, physical, social, and vocational dimensions of a student's life. Residence hall facilities at Taylor University Fort Wayne are designed as living-learning centers where students are challenged to learn, grow, and apply their faith. Taylor University Fort Wayne strives to provide a community living experience through which students are exposed to a variety of learning opportunities which go beyond the scope of their classroom experiences. Residence hall directors are professionally trained to help students develop a high degree of self-direction and responsible citizenship. They serve as educators, counselors, and members of the faculty.

Housing

The residence hall facilities are designed to provide a safe and comfortable physical environment for students. Residence halls remain locked 24 hours a day. Residents gain admittance by use of a security card issued to them at the beginning of each academic year.

Housing Deposit

Students who have been admitted to Taylor University Fort Wayne and have paid the $150 matriculation fee will automatically receive residence hall application materials from the Student Life Department. These materials must be returned to Student Life before a residence hall assignment can be made. Of the $150 matriculation fee, $50 is applied toward a housing deposit and is returned when a student leaves the university or cancels on acceptance. (Please note the refund policy.) Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

Residence Requirements

All single traditional-age students are required to live in a university residence hall unless they are living in the home of their parents. Students seeking exception to this policy must fill out the Off-Campus Request form and receive approval from the dean of students. Consideration is given to those who are 21 and/or senior status who cannot be accommodated in the residence halls.

Room Assignments

Room and roommate assignments are made prior to the beginning of fall semester. Assignments are made as residence hall applications are received, so those who return their forms early stand a better chance of being assigned to the hall and roommate of their choice. The university reserves the right to assign space as it deems appropriate.

Hall Regulations

Specific residence hall regulations are listed each year in the *Student Handbook*. The responsibility for determining residence hall regulations rests with the residence hall staff and the Community Life Committee. Changes in regulations will be made from time to time when such changes are considered to be in the best interest of the total university community.

Room Furnishings

Residence hall rooms are furnished with the following: window coverings, beds, mattresses, desks and chairs, dressers and closet space. In some halls, built-in bookcase space is available.

Residents in Schultz Hall and Wiebke House are allowed to build lofts. Approval must be obtained from the residence hall director before construction begins. All structures must meet the constructed room furnishing policy to insure proper fire safety.

Campus Government

Students participate in the affairs of Taylor University Fort Wayne through the Taylor Student Organization (TSO), membership on faculty-student committees, and personal interaction with faculty and administrators. The president of TSO is a member of the Advisory Council for TUFW and serves as the official spokesperson for students.

Spiritual Life and Student Ministries

Taylor University Fort Wayne is committed to the strategic task of helping students to develop a growing intimacy with God--knowing Him and loving Him. Chapel meets every Monday, Wednesday and Friday morning and serves as the nucleus of spiritual life on campus. Attendance at chapel is an expectation of

every student. Students are also expected to attend a local church of their choice. Small group Bible studies are a part of each residence hall wing's activities; many students choose to form their own Bible study and prayer groups as well.

Student Ministries offers the student opportunities to become involved in practical ministry. Taylor World Outreach (TWO) is the agency through which most of these opportunities are offered. Students are exposed to world-wide ministry through World Opportunities Week in early November each year. The Practical Missionary Training arm of TWO sponsors short-term mission outreach projects both in the U.S. and abroad. Students also are encouraged to participate in local ministries such as outreach to the county jail and juvenile detention center, nursing homes, social service agencies, and literacy building efforts.

Campus Safety

Taylor University Fort Wayne employs a private security agency. Security guards are on duty every night and make regular patrols through campus during evening and early morning hours. During daytime hours they are on call and available. Additional lighting has been installed in campus parking lots and on walkways. Students are encouraged to use good common sense when out at night and to take advantage of the student volunteer escort service. Taylor University Fort Wayne complies with the Student Right to Know and Campus Security Act of 1990 which requires annual publication of campus crime statistics.

Career Development

The Career Development Office is responsible for assisting students in ascertaining their career interests and broadening their awareness of the numerous opportunities available through a liberal arts education. This office also assists students in securing employment through job postings and computerized listings such as Intercristo. Taylor University Fort Wayne cooperates with other universities and colleges in the Fort Wayne area to provide interview days for seniors in a job fair setting.

Counseling

Individual counseling is available to students on a nonfee basis. Students struggling with stress management, interpersonal relationships, family problems, or any other concern may make appointments to see one of several counselors on campus. Both male and female counselors are available. Students with severe or ongoing psychological problems may be referred to a Christian psychologist or psychiatrist in the Fort Wayne area. These professional services are available at the student's expense.

Health Services

Because of the abundance of health care providers in the surrounding community, Taylor University Fort Wayne provides only limited health services on campus. A registered nurse is on call 24 hours a day and maintains limited hours in the health office on class days. Students with serious illnesses or injuries are referred to RediMed. The health clinic is not open during the summer sessions.

Services for Students With Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The dean of students coordinates services for students with disabilities, working in conjunction with the director of the Learning Support Center. Reasonable accommodations are made to give students with disabilities an equal opportunity for success. These include providing readers for the visually impaired and allowing alternative modes of testing for students with learning disabilities. Concerns about the university's services for students with disabilities should be directed to the dean of students.

Leadership Development

Taylor University Fort Wayne students gain valuable experience in leadership both through academic course work and practical opportunities. Students who are interested in being resident assistants, PROBE (orientation) leaders, Taylor Student Organization (TSO) officers, or Taylor World Outreach (TWO) leaders first enroll in the leadership course offered the first seven weeks of spring semester. Through selection and election, leaders are chosen to serve the following academic year. They receive additional training and do advance planning during the remainder of the spring semester.

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of our Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

New Student Orientation

The mission of new student orientation at Taylor University Fort Wayne is to provide continuing services to aid new students in their transition to Taylor, to integrate new students into the life of the institution, and to assist in the students' understanding of their own relationship to the intellectual, social, cultural and spiritual climate of Taylor University. The program consists of Welcome Weekend which assists in the initial adjustment to the college environment and a one-hour course known as New Student Orientation.

New Student Orientation consists of a one-hour lecture series and two-hour follow-up small group discussion for the first seven weeks of each semester. Topics such as relationships, time management, study skills, and career decision making are addressed. A special section addressing topics unique to nontraditional students is offered.

Student Activities

The academic year at Taylor University Fort Wayne is complemented by a variety of social functions including professional entertainment by Christian artists, films, banquets, and talent/variety shows. Recreational activities such as bowling, roller skating, and miniature golf are also popular. Entertainment opportunities in the Fort Wayne community which TUFW students enjoy include professional theater, the philharmonic orchestra, and professional ice hockey, basketball, and baseball.

Student Organizations

There is a variety of clubs and organizations on campus for students with specialized interests. Some are related to academic majors, some are social in nature, and some exist for special populations such as multicultural students or married students. Freshman, sophomore, junior, and senior classes also elect officers to plan activities for their constituencies.

Yearbook

Students with writing ability, photographic skills, or artistic skills are invited each year to assist in the production of the campus yearbook, the *Vine*.

ACADEMIC REGULATIONS

Academic policies and regulations are developed and approved by the faculty of the university and are administered by the Academic Affairs and Registrar's Offices. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

ACADEMIC CALENDAR

Taylor University's academic year follows a 4-1-4 calendar consisting of fall and spring semesters and a January interterm. Under this plan, the fall semester activities, including examinations, are concluded prior to the Christmas recess. Classes are conducted in each semester for a period of fifteen weeks. Each semester concludes with a four-day examination period. Typical class periods are fifty minutes long. The January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations. In addition, three summer sessions are available to enhance and supplement the students' educational programs and meet special program requirements. (For actual calendar dates, 1996-2000, see the back of the catalog.)

ADVISEMENT AND REGISTRATION

Faculty Advisors

Advisors are provided to assist students in planning their academic programs. Advisors are authorized to communicate the established policy of the university. The student is solely responsible for assuring that his/her academic program complies with the policies of the university. Any advice which is at variance with established policy must be confirmed by the Registrar's Office.

Academic Load

Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 15 to 16 hours per term. Students with at least a 2.0 grade point average (gpa) may take 17 hours. A 3.0 grade point average is necessary to carry 18 hours, 3.3 for 19 hours, and 3.6 for 20 hours. Freshmen are not permitted to carry more than the normal load except in the case of students participating in musical ensembles.

Registration for three or more hours during interterm constitutes full-time standing. A normal academic load is 4 hours; a 3.0 grade point average is necessary to carry 5 hours; and a 3.6 is necessary for 6 hours.

Registration for 3 or more hours during summer sessions constitutes full-time standing. A normal academic load during the first session is 3 to 4 hours; a 3.0 grade point average is necessary to carry 5 hours; a 3.6 average is necessary for 6 hours. A normal academic load during the second session is 3 to 6 hours; a 3.0 grade point average is necessary to carry 7 hours; a 3.6 average is necessary for 8 hours.

Advance Registration

Advance registration provides an opportunity for both new and returning students to register in advance for courses and pay fees either in person or by mail before the opening of each term. Registration for classes is determined by student classifications with priority given to seniors, then juniors, then sophomores, and then freshmen. Students who do not register in advance may lose their position during times of large enrollment. Students who have not registered by the end of the registration period must be reinstated through the Registrar's Office.

Classification of Students

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as:

Freshmen:	1-30 total cumulative credits
Sophomores:	31-60 total cumulative credits
Juniors:	61-94 cumulative credits
Seniors:	95+ total cumulative credits

Guest students, who may earn no more than 24 credit hours with this status, are classified as:

Unclassified
Precollege
Other College

Change of Registration

Changes of registration begin in the Registrar's Office and require the approval of the advisor and the registrar. Courses may be added during the first week of classes. Courses dropped during the second and third

weeks of the term appear on the student's transcript with a W. Any course dropped after this period and up to one week after midterm, receive either a withdraw pass (WP) or a withdraw fail (WF). When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the gpa is the same as that of a full-term failing grade.

Audit Registration

Audit registration can occur only through the first week of classes. Courses taken for audit receive no credit or grade. Students must attend at least half of the class meetings as verified by the professor in order for the courses to appear on the transcript. Students requesting a course for credit (a grade or pass-fail) are given priority in registering for a course.

Pass-Fail Registration

Students may register for a course on a pass-fail basis subject to the following rules:

1. This option is open only to second-term sophomores or above with at least a 2.3 gpa, the exception being the practicum which is open to all qualified students.
2. No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
3. No course needed for teacher certification may be taken pass-fail.
4. The choice to take a class pass-fail must be declared by the end of the first week of classes.
5. Pass-fail courses do not affect the gpa if passed but do affect the gpa if failed.
6. Pass-fail courses are limited to one course per term and a total of 13 credit hours including the practicum if this is taken pass-fail. Courses available only on a pass-fail basis are not included in this total.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student's transcript, and the cumulative gpa will reflect the most recent grade in the repeated course. Duplicate credit hours are not given when repeating a course.

GRADES

Grading System

The following grades and quality points are assigned to undergraduate students at Taylor University in calculating the gpa:

Grade	Quality Points	Calculated in GPA	Meaning
A	4.0	Yes	Superior
A-	3.7	Yes	
B+	3.3	Yes	
B	3.0	Yes	Good
B-	2.7	Yes	
C+	2.3	Yes	
C	2.0	Yes	Satisfactory
C-	1.7	Yes	
D+	1.3	Yes	
D	1.0	Yes	Minimally acceptable
D-	0.7	Yes	
F	0	Yes	Failing
P	0	No	Pass
CR	0	No	Credit
W	0	No	Withdrawal
WP	0	No	Withdrawal/passing
WF	0	Yes	Withdrawal/failing
INC	0	No	Incomplete
NR	0	No	Grade not reported
NC	0	No	No credit
AUD	0	No	Audit

Grade Point Average

The unit of credit is the semester hour. Grade point average (gpa) is calculated by dividing quality points by attempted hours. Credit hours earned and carrying no quality point value do not appear in hours attempted since they are excluded from the gpa. They are included in hours completed and total hours.

Incomplete and Not Reported Grades

An incomplete grade (INC) or a grade not yet reported (NR) may be used when a student is unable to complete work by the end of the term due to circumstances beyond control (INC) or due to the design of the course (NR). Such grade reporting must be authorized by the associate dean for academic affairs. The grade should be reported to the Registrar's Office as soon as the work is completed but no later than the week before final examinations of the following full term. If the grade is not reported to the Registrar's Office by that time, it is recorded as an F.

Grade Changes

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record, and then must be approved by the associate dean for academic affairs. Such a change is permitted only before the end of the next term the student is in attendance after the original grade was awarded (no longer than one year) or by the due date on the INC or NR request.

Midterm Reports

At the midpoint of each term the registrar sends a progress report to students whose level of work at that time is below C-. These grades are not recorded on the student's record in any way.

Final Grade Reports

Final grade reports at the end of each term are sent to students and to the parents of traditional age students.

Dean's List

Full-time students are named to the Dean's List when they have earned a 3.6 or better gpa for the term and when at least one-half of their hours carry credit point values.

Eligibility for Intercollegiate Athletics

For participation in intercollegiate athletics, students must be enrolled full time, carrying at least 12 credit hours. In addition they must be students in good standing, not on probation, and meet the requirements of the National Christian College Athletic Association.

Academic Progress and Probation

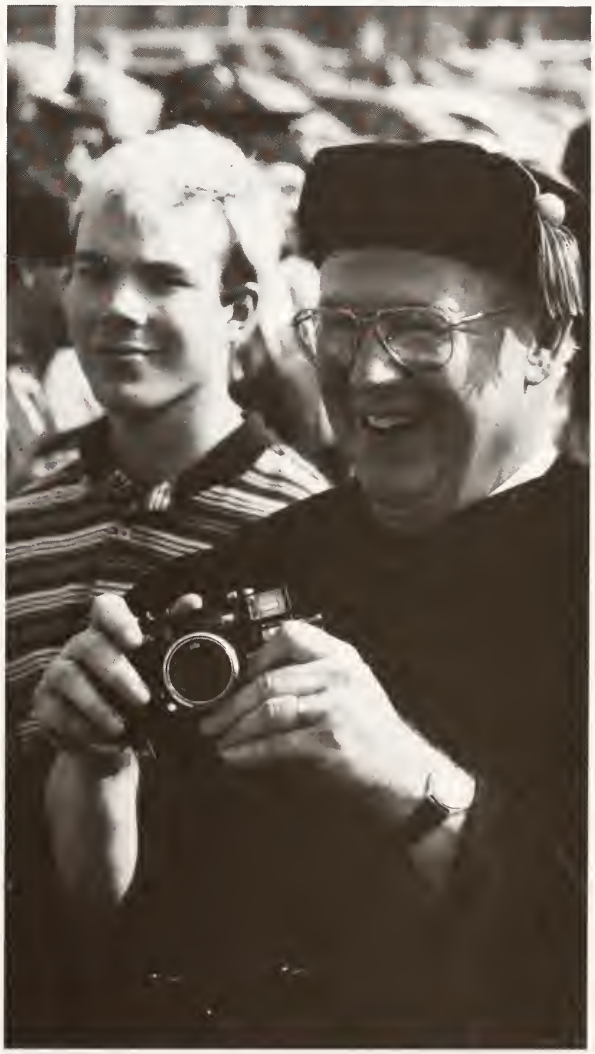
A student who meets the minimal grade point average requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required grade point average is placed on academic probation and enters a special advisement program under the direction of the Academic Review Committee and the academic advisor.

Cumulative Hours	Required GPA
00-12	1.6
13-30	1.7
31-44	1.8
45-60	1.9
61+	2.0

The grade point average of each student is reviewed twice annually to determine whether action needs to be taken with respect to probationary status. The first such review takes place after fall semester for sophomores, juniors, and seniors, and after interterm for first-time freshmen. At the end of the spring semester, all grade point averages are reviewed for the same purpose.

For students placed on probation, failure to reach the minimum requirements within one semester results in suspension from the university unless during that semester a 2.3 term grade point average is earned and the student is permitted to continue by the Academic Review Committee. In the latter situation these students may continue on "extended probation" but are not eligible to receive financial aid. First time suspension is for one semester; a second time suspension is for one year. A student may apply for readmission after the suspension period. Readmission requires the approval of several offices on campus and the Academic Review Committee.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. No student on academic probation is allowed to hold a university student leadership position until such time as he/she qualifies for acceptable academic standing. Similarly, NCCAA standards do not permit athletic participation by students who are on academic probation. No student on academic probation may register for correspondence courses or independent study courses unless repeating a course. No academically suspended student may be enrolled in any Taylor courses including those offered by the Institute of Correspondence Studies. In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to make a better case for readmission to Taylor. Such students should consult with the Registrar's Office in advance of such enrollment.



A copy of the detailed procedures concerning academic probation and suspension is available upon request from the Registrar's Office.

DEGREE REQUIREMENTS

Taylor University Fort Wayne awards two bachelors degrees and the associate of arts degree.

In view of occasional curricular changes, students may elect to meet the graduation requirements which were in effect at the time they entered Taylor University, provided they complete their work within seven years following their initial matriculation. Otherwise, they must meet current graduation requirements. In situations when curricular changes must be made in compliance with new licensing or credential requirements, special accommodations may be made.

Baccalaureate Degrees

The bachelor of arts degree is a liberal arts degree available from any major program to students who fulfill the general education and language requirements. The bachelor of science degree is awarded for the completion of the general education requirements and the major and curriculum requirements identified elsewhere in the curricular programs. Only one degree is awarded for each major.

The following requirements apply to the baccalaureate program:

1. Minimum of 128 semester hours.
2. Completion of all general education requirements.
3. Cumulative grade point average of 2.0. (Higher grade point averages are required in certain curricula. See for example education.)
4. Minimum grade of D- in all hours not required in the major or minor.
5. Minimum of 42 semester hours of upper division (300-400 level) courses.
6. The last 30 hours to be spent in residence at Taylor University. (The only exceptions to this rule are permission by petition or advance permission granted by the Curriculum Management Committee.)
7. Candidates for two degrees to complete a minimum of 158 semester hours and meet requirements for two different majors.

The following requirements apply to the major:

1. A 2.3 grade point average in the major field is required. (Higher grade point averages are required in certain curricula.)
2. Courses earning a grade below C- may not be counted toward the required number of hours for the major and must be repeated.
3. No course taken pass-fail may be included in the major.
4. One-half of the hours in the major field must be earned at Taylor University.
5. A comprehensive examination in the major field of study must be successfully completed.

The following requirements apply to a minor:

1. A 2.3 grade point average in the minor field is required.
2. Courses earning a grade below C- may not be counted toward the required number of hours in the minor.
3. No courses taken pass-fail may be included in the minor.
4. One-half of the hours in the minor must be earned at Taylor University.

Language Requirement for Bachelor of Arts Degree

Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of a foreign language for graduation. Those students who enter with a year or more of high school foreign language study must take the University of Wisconsin Foreign Language Placement Tests which are administered at Taylor University. Students are then placed in language classes at the level indicated by these tests. Those who place beyond the intermediate level of the language are considered to have fulfilled the language requirement and may be eligible to receive six hours credit by further testing. Students placing into 202 may receive credit for 201 if the grade earned in 202 is a C or higher.

Students of a language other than those offered at Taylor University may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The request should be initiated by the student with the faculty of the Modern Languages Department.

Comprehensive Examinations

A candidate for a bachelor's degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

Associate Degree

The associate degree is awarded to students who complete the following requirements in addition to departmental requirements:

1. Minimum of 64 semester hours.
2. Minimum cumulative grade point average of 2.0.
3. Thirty hours of general education courses: IAS 101, 110; ENG 110; CAS 110 or 120 or 201; HPR 100 and 200; BIB 110 and 210; COS 104 or 106; one social science or history course; HUM 230 or a literature course; one science course.

4. English, mathematics, and reading proficiency.
5. The last 30 hours in residence at Taylor University.

An associate degree cannot be awarded simultaneously with the baccalaureate degree if both are from the same department.

Graduation and Commencement Information

A student may complete graduation requirements at the end of any of the university's instruction periods which conclude in December, January, May or August. However, commencement ceremonies are held only in May at the end of the spring term. Participation in commencement is open to those students who have completed all degree requirements by May or have an approved plan whereby all requirements will be met by the end of the summer session following commencement.

Candidates for graduation must complete an application for graduation. This form is available when registering for the fall semester one year prior to participating in commencement. The application begins the degree audit process. Prior to their senior year students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. Students are responsible to ensure that all graduation requirements are met.

Attendance at commencement is required unless a written request to be absent is filed with and approved by the registrar.

A graduation fee is charged to all candidates for graduation and is included in the cost of the senior year. It includes the diploma, cap and gown, and other graduation expenses.

Honors at Graduation

Honors are designated at commencement only for those students who have fully completed all course work and requirements for their degrees before commencement. In recognition of superior scholarship the university awards three levels of honors at graduation; *cum laude, magna cum laude, and summa cum laude. Cum laude* is awarded those students with a gpa of at least 3.5. *Magna cum laude* is awarded those students with a gpa of 3.7. *Summa cum laude* is awarded those with a gpa of 3.9.

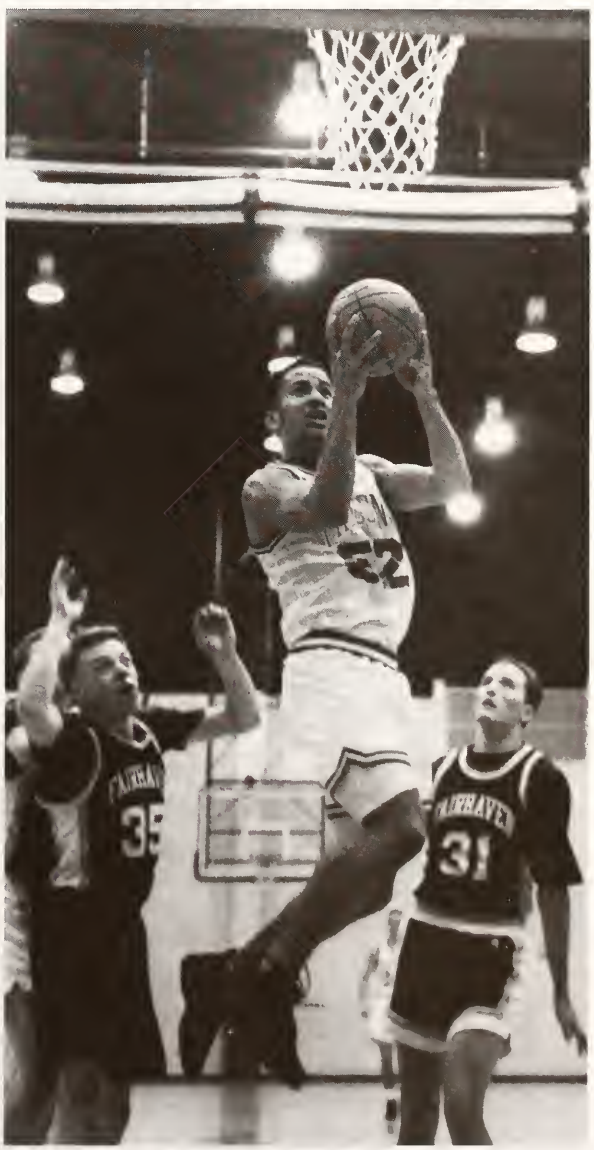
Graduation honors for transfer students are awarded under the following conditions:

1. The last 30 hours of graded courses must be Taylor University hours.
2. Graduation honors are computed on Taylor University work only.
3. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.

General Education

All students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the university as expressed in its Christian beliefs, mission statement, and academic objectives.

In seeking to integrate faith and learning in the Christian university environment the general education program recognizes that all truth is God's truth in the special revelation of the inspired scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This means that: 1) faith is the foundation for our learning in the academic disciplines, and 2) the academic disciplines are important for informing our faith and transforming our world.



Christian world view assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student's major and support preparation for the world of work as well as civic, social, and personal responsibilities.

Representing nearly half of the baccalaureate programs, general education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following characteristics of mature and intellectual Christians:

Spiritual Activity: Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a consistent lifestyle of study, worship, service, stewardship, and world outreach.

Critical Thinking: Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

Competent Communication: Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

Scientific Literacy: Students who are scientifically literate have understood and employed the scien-

General Education Requirements

Usually taken Freshman Year:		**Minimum Hours**
New Student Orientation	IAS 101	1 hour
Foundations of Christian Thought	IAS 110	3 hours
Expository Writing	ENG 110	4 hours
Communications	CAS 110, 120, 201	2 hours
Fitness for Life	HPR 100	1 hour
Biblical Literature I	BIB 110	3 hours
Computer Competency	COS 104 or 106	2 hours
Usually taken Sophomore and Junior Years:		
Biblical Literature II	BIB 210	3 hours
Historic Christian Belief	REL 313	3 hours
Literature		3 hours
Science (total of 8 hours) Science courses must be selected from 2 different areas (I-IV). At least one must be a lab course.	I) Life Science - Lab BIO 100 ENS 200 II) Physical Science - lab PHY 120, 12 III) Earth Science - non lab GEO 210 IV) Mathematics - non lab MAT 140	8 hours total
Physical Education Skills	HPR 200 HPR 200	1 hour 1 hour
History	HIS xxx	3 hours
Social Science	ECO xxx, GEO 210, JUS 100, POS xxx, SOC xxx	3 hours
Humanities	HUM 230	4 hours
Participation in the Arts	HUM 250 Music ensembles Private music lessons	1 hour
Cross Cultural Course	CC	3 hours
Usually taken Senior Year:		
Senior Seminar	IAS 493	4 hours
Contemporary Christian Belief	PHI 413	3 hours

Other Requirements:

1) 2 courses with a writing component, WR
2) 2 courses with a speaking component, SP
3) Proficiencies in English composition, reading and mathematics
4) 1-3 hours departmental computer applications component

No course may meet two general education requirements except those designated WR and SP. Courses approved for CC, WR, or SP credit are designated on the semester schedule of classes provided to students prior to registration.

tific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human affairs.

Aesthetic Literacy: Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts including a discerning awareness of the language and literature of diverse art forms.

Civic Mindedness: Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural, economic, political, and social systems, and value participation in those structures and processes.

Responsible Stewardship: Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation, and practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

Lifelong Learning: Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.

English Proficiency

All incoming students must take the English proficiency tests. Students who demonstrate the ability to organize and develop ideas accurately should enter ENG 110. Those students who do not show an acceptable level on the English tests must take ENG 100 first. Students completing ENG 100 with a C grade or above are then granted permission to enter ENG 110. Students not meeting the C standard are required to repeat ENG 100 or participate in an individualized developmental program administered by the Learning Support Center.

A student transferring in comparable expository writing credit but not showing an acceptable level of proficiency on the entrance tests is expected to remedy the deficiency by taking ENG 100. Upon earning the grade of C or above, transfer credit is accepted for ENG 110. A student transferring in comparable expository writing credit and showing an acceptable level of proficiency on the entrance tests is exempted from ENG 110.

Mathematics Proficiency

All incoming students, including transfer students must take the mathematics proficiency test. Students who demonstrate a proficiency in mathematics by scoring an acceptable level on the examination will have met the general education math proficiency requirement. Students scoring below the acceptable level are required to take either MAT 100 or IAS 180 math. Retaking the examination is a component of either class. All students must successfully pass this examination to meet graduation requirements.

Reading Proficiency

All incoming students including transfer students must demonstrate a proficiency in reading by scoring an acceptable level on a standardized reading examination. Students scoring below the acceptable reading level must enroll and successfully complete IAS 180 verbal. Retaking the reading proficiency examination and scoring at the acceptable level is a component of IAS 180 and necessary for a passing grade. IAS 180 may be repeated only once. Considerations may be given to students for whom English is not their primary language.

Senior Seminar

Senior Seminar is an integrative, interdisciplinary general education requirement which students fulfill in relation to their own major areas of study. It is offered annually in the January interterm. In the case of a double major, students are required to take two senior seminars if both departments require senior seminar to fulfill graduation requirements within the major. For those required to take a second senior seminar, students may take IAS 493 for three or four hours. However, independent study (IAS 360) for three or four hours is a viable alternative to a second required senior seminar. Students who have double majors are expected to know the requirements of each department and work out an acceptable schedule to fulfill the requirements with the help of their major advisors.

Final Examinations

Students must take their final examinations at the assigned hours listed in the schedule of classes which is distributed at the time of registration. Exceptions are made only because of serious illness or death of an immediate member of the family. Reasons such as plane schedules, availability of flights, and rides leaving early are not acceptable exceptions. Students scheduled to take more than two final exams on the same day may, with written permission from a faculty member, reschedule an exam(s) to maintain a minimum of no more than two exams per day. Students should contact the Registrar's Office to begin the rescheduling process.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed. Excused absences (with permission to make up work)

are only granted in the cases of

1. Admittance to a hospital.
2. Serious emotional illness (verified by the dean of students).
3. Athletic events or group absence for approved academic events. (Students must make prior alternate arrangements with the professors whose class(es) they will miss.)
4. Death or hospitalization of an immediate family member (mother, father, brother, sister, or grandparent).
5. Very unusual circumstances as evaluated by the professor.

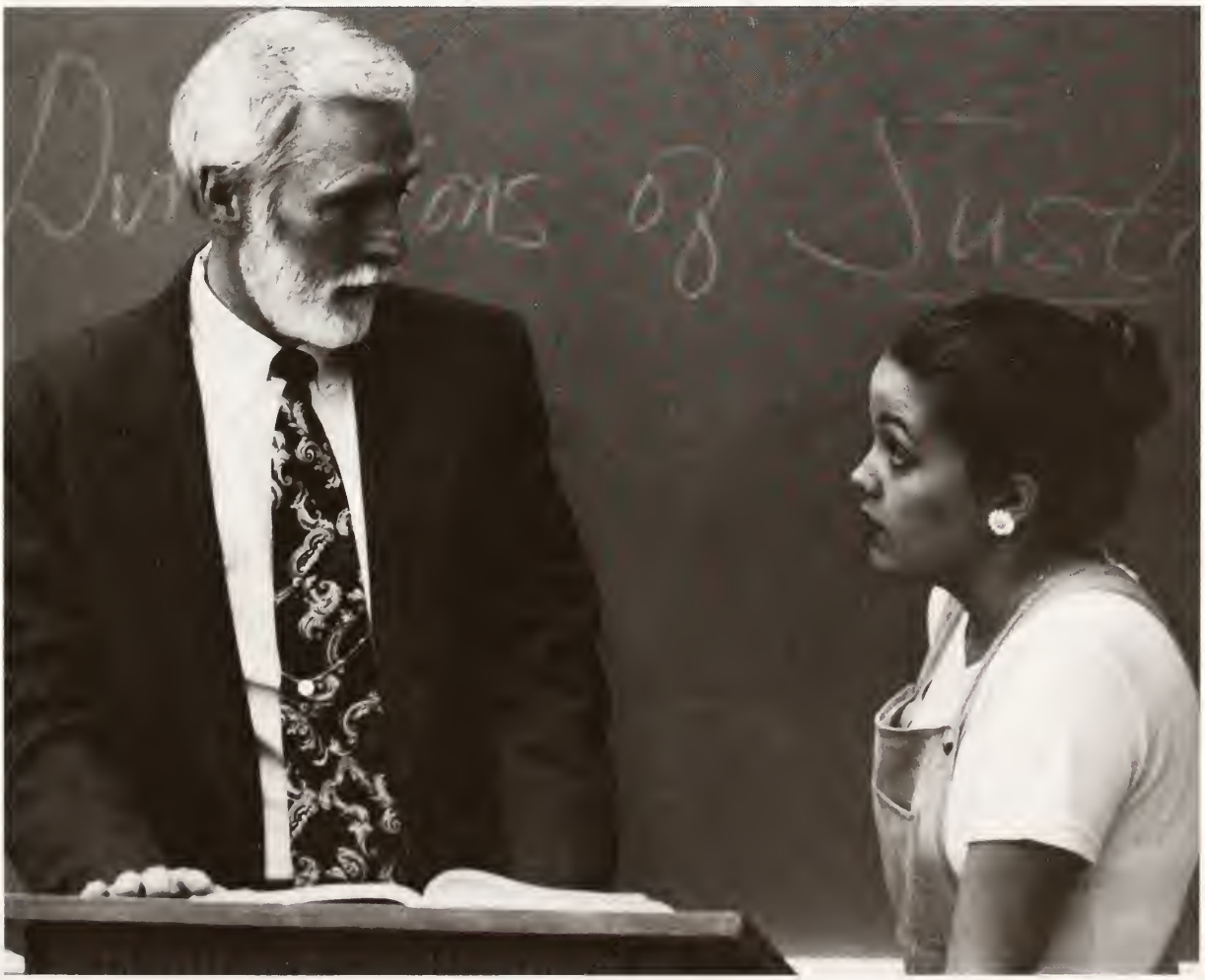
Unexcused absences, "cuts," without permission to make up work, must not exceed one per credit hour of the course. Penalty for excessive cuts is communicated in each course syllabus. Cuts could be used for situations such as: travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews. When courses are added after the first class meeting, each session missed should be considered a cut.

Chapel Attendance

All students are expected to attend chapel services which meet Monday, Wednesday, and Friday each week.

Academic Dishonesty

Academic dishonesty constitutes a serious violation of scholarship standards at Taylor that can result in substantial penalties, including denial of credit in a course as well as dismissal from the university. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes--but is not limited to--cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer concept or program. All acts of academic dishonesty are reported to the associate dean for academic



affairs. (The university statement on plagiarism is available from the associate dean.)

Academic Grievance Procedure

To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. Students who feel that unfair treatment may be occurring in their academic experience should consult the *Student Life Handbook*. A detailed description of the informal and formal grievance procedures may be obtained from the associate dean.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition, available from the Registrar's Office. The student's advisor and the registrar must review the petition before action is taken on the academic petition by the vice president for academic affairs.

Correspondence Courses

Students are permitted to count 12 hours of correspondence credit toward their degrees. A combined total of 16 credit hours of correspondence and independent study can be applied to meet degree requirements.

Grades earned in courses completed through the Taylor University Institute for Correspondence Studies affect the cumulative grade point average and are entered at the end of the term in which the course work is completed. Course work completed through other correspondence programs is treated as transfer credit and does not affect the gpa.

Correspondence courses taken while a student is in residence at Taylor University require approval by the advisor and the registrar. They are not considered part of the academic load for enrollment verification and financial aid purposes, nor are they considered in decisions relating to admission to the university.

A student may petition the Registrar's Office and/or the appropriate department chair to grant credit for correspondence work taken prior to enrolling at Taylor University. Information regarding correspondence course offerings and registration procedures are available at the Registrar's Office.

Advanced Placement or Credit by Examination

Students may qualify for advanced placement or college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement (AP) Examinations, the College Level Examination Program (CLEP), the Taylor University Modern Language Test, and International Baccalaureate credit at the higher level. Certain introductory departmental courses have been approved for credit by examination. Guidelines, conditions, schedules, limitations and costs for processing and awarding credit by examination are available from the director of testing or the Registrar's Office.

Stop-Out Policy

Students who find it necessary to temporarily interrupt their enrollments at Taylor University may apply for stop-out status. This status, which is open to students in good standing, is limited to one academic year and enables students to return without formally reapplying for admission. The stop-out application process begins in the Registrar's Office. This status requires formal application and approval by the Registrar's Office.

Transcript of Academic Record

A transcript of the student's academic record includes a list of all courses attempted at Taylor, grades and grade points earned, and credit received.

No transcript is issued unless all bills to Taylor University have been paid or are current according to an agreement with the Controller's Office.

Transcript requests must be made in writing. Two weeks should be allowed after the close of a term for the issuance of an up-to-date transcript.

Transfer of Credit

To receive credit for the work done at other accredited institutions, students need to request that transcripts be sent directly to the Admissions Office, Taylor University. These transcripts are forwarded to the Registrar's Office and an evaluation of transfer credit is sent to the student after materials are received in the Registrar's Office. The following criteria are followed:

1. Only course work with a grade of C- or better is accepted. Pass/fail and credit/no credit courses do not transfer. (In order to comply with the federal financial aid policy, course work is accepted and credit given for any passing grades from an institution with whom Taylor has a consortium agreement.)
2. Grades do not transfer. Taylor grade point average is computed on work offered by or through Taylor University only.
3. A maximum of 66 hours of credit may be transferred from an accredited two year college. These courses are not given upper division credit.
4. Students are permitted to count toward their degrees no more than 12 hours of correspondence or independent study credit, and the total maximum of correspondence and independent study is 16 hours.
5. One-half of the major hours (and minor hours, if applicable) must be completed at Taylor University.

6. Courses that have been taken more than eight years prior to transferring to Taylor University are subject to departmental approval for transfer if they are to be used to meet any general education, major, or minor requirement.
7. Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses which transfer as elective credits may not be applicable to specific requirements. Students may be requested to supply specific course information for a department in order to establish equivalence.
8. Courses that apply toward teacher certification must be approved by the director of teacher certification, located on the Upland campus.
9. CLEP and AP credit recorded by a specific course on an official transcript must meet Taylor standards in order to be accepted as transfer credit. Procedures for acceptance of credit may be obtained from the Registrar's Office.
10. The last 30 hours of course work must be completed at Taylor University.
11. Graduation honors are computed on Taylor University work only. A student must complete at least 48 hours at Taylor University to be considered for graduation honors.
12. Exceptions to these policies are made only by academic petition available in the Registrar's Office.

COURSES OF INSTRUCTION

Taylor University Fort Wayne offers programs leading to the bachelor of arts, bachelor of science, and the associate of arts degree. Each student selects a major and meets the requirements for the chosen course of study. In addition, every student meets general requirements (see General Education) and may select from electives to complete his or her studies. A foreign language is required of students pursuing the bachelor of arts degree.

ACADEMIC PROGRAMS

ASSOCIATE OF ARTS MAJORS

Business Administration
Early Childhood Education
Liberal Arts

BACCALAUREATE MAJORS

Business Administration
Business and Information Applications
Christian Ministries
  Christian Education
  Cross Cultural
  Music
Criminal Justice
Elementary Education
English Studies
Individual Goal Oriented
Journalism
Justice and Ministry
Law and Justice
Pastoral Ministries
Psychology
Public Relations
Urban Ministries
Youth Ministries

BACCALAUREATE MINORS

Biblical Literature
Christian Education
Communication Studies
Criminal Justice
Cross Cultural Ministries
English
Human Resource Management
Journalism
Justice and Ministry
Law and Justice
Music Ministries
Psychology
Public Relations
Sociology

BACCALAUREATE TEACHING MAJOR

Elementary Education

CERTIFICATE PROGRAMS

Certificate programs are listed within the program listings of the sponsoring department involved.

COURSE NUMBERS AND LEVELS

Course numbers indicate, in general terms, the level of difficulty of a course and the preferred enrollment level of students. Those numbered from 100-199 are primarily for freshmen, from 200-299 for sophomores, from 300-399 for juniors, and from 400-499 for seniors. The prefix indicates the offering department or academic unit.

INDEPENDENT STUDY, PRACTICUM, AND TUTORIAL COURSES

An **independent study** is an individualized, directed study involving a specified topic. The course is taken without classroom instruction. The student is required to meet with the professor to plan a schedule of reading and study. Assignments and tests are scheduled by appointment or by special arrangement. No student who is on academic probation may register for an independent study unless repeating a course. No student may complete more than 12 hours of independent study. A total maximum of independent study and correspondence is 16 hours. Independent study requires the consent of the instructor and the approval of the advisor, department chair, and associate dean for academic affairs.

A **practicum** course involves a significant applied experience and a meaningful supporting component (e.g., reading, writing, interaction with professor) to enrich, process, and evaluate the experience. Students generally arrange their own practicum assignment with guidance from and the approval of the supervising professor. Registration for a practicum takes place before the term in which the practicum credit is to be given. The cost of a practicum is the same as for a regular course and is based on the number of credit hours. Generally, one hour of credit is awarded for 40 hours of

practicum experience. Registration for a practicum is offered primarily during the summer session and requires the consent of the instructor and the approval of the advisor and department chair.

A **tutorial** course is a classroom based, individualized instruction scheduled to meet on campus at a time which is mutually convenient for the student and the professor. The contact hours for this course must meet the standard set by the Academic Affairs Office. Any course listed in the catalog may be taught as a tutorial course with the consent of the supervising professor and approval of the advisor, department chair, and associate dean for academic affairs.

NUMBERS USED BY ALL DEPARTMENTS

The following courses are offered in several departments with descriptions for these courses the same for all departments. Descriptions are provided here, but these courses carry department prefixes.

283 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. Does not count toward the department major and does not meet general education requirements.

293 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the department major but does not meet general education requirements.

170, 370 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and meets general education requirements.

360 **1-4 hours**
Independent Study
An individualized, directed study involving a specified topic.

393 **1-4 hours**
Practicum
Supervised learning involving a first-hand field experience or a project. It is offered primarily during summer. Generally, one hour of credit is awarded for 40 hours of practicum experience.

450 **1-4 hours**
Directed Research
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

480 **1-4 hours**
Seminar
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

493 **4 hours**
Senior Seminar
A senior-level course designed to provide an overview and integration of the major field with reference to its relationship to the Christian faith. It is offered interterm. Senior Seminar is described more fully under Interarea Studies.

Course Information

The text which follows provides the details of the courses of study. Listed alphabetically by department, the material includes major requirements and course descriptions. Course descriptions identify the content, the level of difficulty of the course, and any prerequisites which apply.

Some curricular courses, course components or other learning experiences listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

ACCOUNTING

See Business, Accounting and Economics.

ANCIENT LANGUAGE

See Christian Ministries.

ART

ART 300 **3 hours**
Art for Teachers
A projects course that provides an overview of the development of student skills and the appropriate arts activities for the early childhood and elementary school programs.

BIBLICAL STUDIES

See Christian Ministries.

BIOLOGY

BIO 100 **5 hours**
General Biology
Concepts and principles of biology are studied to provide basic knowledge that assists the student to meet the obligations of an informed citizen. Four hours lecture and two hours laboratory per week. *Fulfills general education lab science requirement.*

BUSINESS, ACCOUNTING, AND ECONOMICS

The mission of the Business, Accounting and Economics Department is to prepare well-rounded, ethical, competent Christians both for entrance to graduate studies and for a variety of careers in the competitive world of business and industry, service organizations, and government.

As a segment of Taylor's whole person educational program, the department offers opportunities to earn a bachelor of science (BS) degree in business and information applications or a bachelor of arts (BA) degree in business administration. An associate of arts (AA) in business administration is also offered as is a minor in human resource management.

All business, accounting, and economics courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities or to serve as solid groundwork for graduate studies. Relevance to current, real-world situations is emphasized, and, toward that end, students are asked to subscribe to *The Wall Street Journal* during their sophomore, junior, and senior years. Field trips and expert guest lecturers are used as appropriate. Development of communication skills, both written and oral, is emphasized. Much attention is also given to problem solving, quantitative analysis, ethics, human relations, team building, international business issues, and coping with change.

The Business, Accounting and Economics Department is a member of the American Assembly of Collegiate Schools of Business (AACSB).

Bachelor of Science Degree in Business and Information Applications

The BS degree in business and information applications requires: a 34-hour core of business administration courses including ACC 241 and 242; BUA 231, 311, 352, 361; ECO 211, 212; COS 120; and IAS 493 (Senior Seminar); a 30-hour core of business information applications courses including BUA 393 (4 hours); COS 240; MAT 140 and 382; NAS 240; SYS 118, 200, 390, 392, and 394. In addition to the two required cores, 15 hours of upper-level concentration electives are required and include nine hours of in-class business courses, one three-hour 300/400 level ECO course, and at least one course with a designated quantitative analysis content. ENG 333 is a required cognate course for the BS degree.

Graduation requirements include passing COS 120, COS 240, NAS 240, SYS 118, and SYS 200 with a minimum grade of C. All other courses require a miniumum grade of C-. A passing grade must also be achieved on a senior comprehensive examination.

Bachelor of Arts in Business Administration

The BA degree with a major in business administration consists of 48-49 hours and four semesters of modern language. The following core courses of 33-34 hours are required: ACC 241 and 242; BUA 231, 311, 352, and 361; ECO 211 and 212; COS 120 or SYS 300; IAS 493 (Senior Seminar). In addition to the core, 15 hours of upper-level concentration electives are required and include nine hours of in-class business courses, one three-hour 300/400 level ECO course, and at least one course with a designated quantitative analysis content. The following cognate courses are also required of candidates for the BA degree: MAT 110 and NAS 240.

Graduation requirements include passing all courses with a minimum grade of C-. A passing grade must also be achieved on a senior comprehensive examination.

Human Resource Management Minor

A minor in human resource management is available to any Taylor University Fort Wayne student majoring in disciplines other than those in the Business Department. This minor provides a basic knowledge in the field of human resources. The human resource management minor requires completion of 20 hours including: BUA 311, 352, 362, 442, and 370 (Organizational Behavior and Development); plus PSY 140, and CAS 201.

Associate of Arts in Business Administration

An associate of arts degree (AA) in business administration is offered for students who want post secondary training in business administration to prepare themselves for entry level vocations in business. This program also allows students to proceed to a bachelor's degree in business administration in a normal sequence. The degree includes: ACC 241, 242; BUA 231, 311, 352; ECO 211, 212; MAT 110; NAS 240; SYS 118; BIB 110, 210; COS 104 or 106; ENG 110; HPR 100, 200; HUM 230 or a literature course; IAS 101, 110; a communications course; a science course; and electives to total at least 64 hours.

Accounting

ACC 241 **3 hours**
Accounting Principles I
An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. *Offered fall semesters.*

ACC 242 **3 hours**
Accounting Principles II
A continuation of Accounting 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. *Prerequisite: ACC 241. Offered spring semesters.*

Business Administration

BUA 170 **3 hours**
Introduction to Business
A broad-based examination of the American business environment. The purpose of the course is to introduce students to the many aspects of business and how business affects all occupations. Does not satify requirements for a business administration major, human resources minor, or associate of arts degree.

BUA 231 **3 hours**
Principles of Marketing
A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

BUA 311 **3 hours**
Business Law
An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. *Junior status preferred.*

BUA 312 **3 hours**
Professional Selling
A study of the discipline of the sales professional including both sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, postsales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. *Prerequisite: BUA 231.*

BUA 352 **3 hours**
Principles of Management
A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Most principles are universally applicable to all types of business and other organizations. Relevance of course material to current, real-life situations is emphasized.

BUA 360 **1-4 hours**
Independent Study

BUA 361 **3 hours**
Corporate Finance
A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structures. *Prerequisites: ACC 241, 242.*

BUA 362 **3 hours**
Human Resources Management
A study of the role and functions of the personnel department of an organization, with an up-to-date examination of the principles, policies, and problems of modern human resources management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training/promotion/transfer/release, performance evaluation, discipline, and management-union relationships. *Prerequisite: BUA 352.*

BUA 370 **1-4 hours**
Selected Topics

BUA 375 **3 hours**
International Business
An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. *Prerequisite: BUA 231.*

BUA 393 **4 hours**
Practicum
A summer internship in business. *Prerequisites: Lower division business core requirements and BUA 352.*

BUA 410 **3 hours**
Marketing Research
A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation are covered in both theory and application. *Prerequisite: BUA 231. Offered fall semesters.*

BUA 412 **3 hours**
Advertising
A study of the role of advertising in today's business environment. Students examine advertising and its influence in the marketplace. Topics include promotions management, advertising effectiveness, creative design, copy development, media selection and management, advertising agencies, and advertising research. Practical experience is gained through the development of advertising campaigns using varioius media. *Prerequisite: BUA 231. Offered alternate spring semesters.*

BUA 420 **3 hours**
Production and Operations Management
A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control, materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced. *Prerequisite: BUA 352.*

BUA 430 **3 hours**
Investments
A course designed to give the student a basic familiarity with practical investment strategies and terminology from both an institutional and individual perspective. Discussion includes stock, bond, commodity, and option markets as well as other investment alternatives. Heavy emphasis is given to current developments. *Prerequisite: BUA 361.*

BUA 442 **3 hours**
Business Ethics
A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Issues are realistic and relevant. *Junior status preferred.*

IAS 493 **4 hours**
Senior Seminar
A course designed to integrate classroom theories with actual applications and to prepare students for meaningful employment. A full week is spent touring ten varied business organizations. *Offered during interterm.*

Economics

ECO 211 **4 hours**
Principles of Macroeconomics
An introduction to economics emphasizing how the U.S. economy works. Topics studied include opportunity costs, supply and demand, inflation and unemployment, fiscal and monetary policies, and international trade and finance. *Offered fall semesters.*

ECO 212 **4 hours**
Principles of Microeconomics
A continuation of the introduction to economics started in ECO 211 emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. *Prerequisite: ECO 211. Offered spring semesters.*

ECO 370 **1-4 hours**
Selected Topics

CHRISTIAN EDUCATION

See Christian Ministries.

CHRISTIAN MINISTRIES

Biblical and theological studies constitute a foundational part of a Christian liberal arts education. The Christian faith is considered to be worthy of study in itself as well as relevant to all areas of human knowledge. For that reason Taylor University includes within its prescribed general education curriculum four courses which introduce the student to biblical studies in both the Old and New Testaments and to both historic and contemporary Christian belief. The Christian Ministries Department also offers elective courses for students pursuing majors in other fields.

The Christian Ministries Department offers studies designed to help students who are interested in preparation for vocational ministry. The curriculum is designed to give the student a foundational understanding of the Bible, Christian theology, and the knowledge and skills required for serving in a church or parachurch setting.

Four majors are offered through the Christian Ministries Department. Each major includes a department core of 18 hours in addition to 27-39 hours of designated studies. The departmental core emphasizes those areas which are germane to all ministries and includes BIB 272, 462; CMI 100, 122, 262; and PHI 262 or 371.

Bachelor of Arts in Christian Ministries

The BA degree in Christian ministries requires the 18-hour CMI core, a language requirement, and a prescribed course of study in one of the following three areas of ministry concentration:

The **Christian education concentration** requires 27 hours including: CED 235, 351, 352, 371, 393 (2 hours), 421; six hours of BIB electives; PSY 250.

The **cross cultural ministries concentration** requires 29 hours including: BIB 330, 480, six hours of BIB electives; CAS 340; CMI 393 (2 hours); PHI 322 or 323; REL 311, 391, 432; SOC 200.

The **music ministries concentration** requires 39 hours including: BIB 350 or three elective hours in BIB; PMI 111, 241 or 252 or 361; four hours of MUS 100-400 (applied major), two hours of MUS 100-400 (applied minor), MUS 120, 123, 131, 132, 201, 210 (2 hours), 223, 241, 350, 361, 393 (2 hours). See the music listing for course descriptions and more details.

Bachelor of Arts in Pastoral Ministries

The BA in pastoral ministries is designed for those who plan to enter pastoral ministry. This major requires the 18-hour CMI core, a language requirement, and 33 additional hours including: PMI 111, 241, 252, 358, 361, 372, 393 (4 hours); BIB 480, and nine hours of BIB electives.

Bachelor of Science in Pastoral Ministries

The BS in pastoral ministries is designed primarily for the nontraditional student planning to enter pastoral ministry. This major requires the 18-hour CMI core; 36 additional hours including: PMI 111, 231, 241, 252, 358, 361, 372, 393 (4 hours); BIB 480, and nine hours of BIB electives. In addition a 15-hour cognate is required in CMI or a related field.

Bachelor of Arts in Urban Ministries

A BA in urban ministries is designed for students interested in working in an urban setting. This major requires the 18-hour CMI core, a language requirement, and 29 additional hours including: UMI 200, 221, 337, 362, 363, 380, 393 (2 hours); three hours of BIB electives; CED 371, 421.

Bachelor of Arts in Youth Ministries

A BA in youth ministries is designed for students who desire to minister to teens either through church or parachurch organizations. This major requires the 18-hour CMI core, a language requirement, and 36 additional hours including: YMI 200, 210, 220, 310, 320, 393 (2 hours); six hours of BIB electives; CED 352, 421; PSY 250, 340.

Certificate in Missions

A Certificate in Missions is available to students in any major program as well as to students majoring in the department. The student must complete the following courses: BIB 330, PHI 322, 323; REL 311, 391, and 432. In addition, the student must complete a cross cultural experience which may or may not be for credit. Possibilities include involvement in Taylor World Outreach, a semester abroad, Christian Center for Urban

Studies, Lighthouse, and REL 393 Practicum. Approval is to be secured in advance from the department. Also students must complete two additional courses relevant to the certificate program. Courses in mass communication, environmental science, biblical literature, linguistics, or history and geography of a particular region are appropriate.

Minor Fields of Study

Minors are designed to serve the needs of students who wish to study in greater depth in one of the areas in the department. Christian ministry minors are especially helpful to preseminary students majoring in other departments. Minors are offered in biblical literature and Christian education. ***A minor in biblical literature*** consists of 21 hours of credit. In addition to BIB 110 and 210, two courses in Old Testament and two courses in New Testament are required plus one other course from the department excluding REL 313 and PHI 413. ***A minor in Christian education*** consists of at least 18 credit hours including CMI 100, 262, CED 351, 352, 371, and BIB 272. Two semesters of involvement in an approved ministry are also required to fulfill the field ministry competency for the minor. ***A minor is also available in music ministries.*** *See the Music listing.*

Biblical Languages

Primarily, these courses enable one to read and study the Bible in the original languages. Enrichment of historical concepts of communication, depth and breadth of Christian perspective, and cultural appreciation of the biblical world are secondary concerns of biblical language studies. In addition, the two-year Greek sequence meets Taylor BA language requirements for graduation and satisfies or exceeds language entrance requirements for most seminaries.

GRK 201 **4 hours**
Elementary New Testament Greek
A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English.

GRK 202 **4 hours**
Elementary New Testament Greek
A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle will be translated during the last half of the spring semester.

GRK 301 **4 hours**
Greek Grammar and Syntax
An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament.

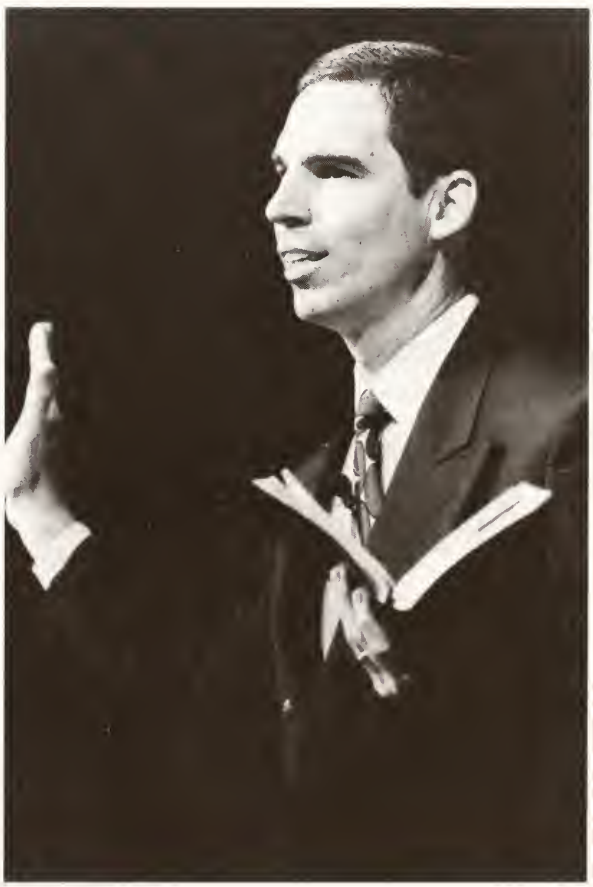
GRK 302 **4 hours**
Exegesis of the Greek New Testament
An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools.

Biblical Literature

BIB 110/310 **3 hours**
Biblical Literature I
A course which has as its primary content the Old Testament, with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements.

BIB 210 **3 hours**
Biblical Literature II
A course which includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. *Prerequisites: BIB 110/310.*

BIB 272 **3 hours**
Inductive Study of the Bible
Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings.



BIB 320 **3 hours**
Pentateuch
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered.

BIB 330 **3 hours**
Acts and the Early Church
A historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world.

BIB 331 **3 hours**
Pauline Epistles
Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle.

BIB 332 **3 hours**
Hebrews and General Epistles
A study of the non-Pauline epistles with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated.

BIB 340 **3 hours**
Hebrew Prophets
Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings which are pertinent to modern times.

BIB 341 **3 hours**
The Gospels
Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention will be given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today.

BIB 350 **3 hours**
Poetic and Wisdom Literature
Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon.

BIB 420 **3 hours**
Apocalyptic Literature of the Bible
Examines the historical and theological dimensions of Old Testament, New Testament, and second Temple period apocalypticism. Special attention is given to apocalyptic thought in Daniel, the gospels, and Revelation.

BIB 451 **3 hours**
Old Testament Historical Geography
The story of Israel as given in the Old Testament books from the Patriarchal period through the Exile is studied. Special attention is given to relevant archaeological discoveries and geography.

BIB 462 **3 hours**
Biblical Theology
A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny.

BIB 480 **2 hours**
Seminar in Biblical Literature
Emphasizes research and writing in selected areas of biblical literature.

Christian Education

CED 235 **3 hours**
History and Philosophy of Christian Education
A course designed to provide the student with an understanding of the major eras of the historical development of Christian education and the predominant philosophies which resulted.

CED 351 **3 hours**
Teaching and Learning Strategies
A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required. *Prerequisite: BIB 272.*

CED 352 **3 hours**
Program and Curriculum Development
A course which focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills. *Prerequisite: CED 351.*

CED 371 **3 hours**
Leadership Development
A course designed to facilitate the development of the student's skills in leadership, organization, and management related to specific ministry situations.

CED 393 **2-4 hours**
Christian Education Practicum
A practical involvement in ministry after a student's junior year.

CED 421 **3 hours**
Specialized Ministries
A research course designed to help students articulate their philosophy of ministry within a particular age group or ministry context. Attention is given to critical areas of need within Christian education.

Christian Ministry

CMI 100 **3 hours**
Introduction to Ministry
A course which focuses on the purpose, scope, and principles of Christian ministry and the types of ministries available to majors.

CMI 122 **3 hours**
Principles of Evangelism and Discipleship
A study of the basic principles of biblical evangelism and discipleship. Special attention is given to lifestyle evangelism and the development of discipling programs within the local church.

CMI 262 **3 hours**
Spiritual Formation
A course designed to assist students in their personal life through an exploration of the spiritual disciplines and an integration of truth into life.

Practicum, Seminar, and Capstone Courses

(All succeeding courses may be listed as either BIB, CED, CMI, PMI, REL, UMI, or YMI, except IAS 493.)

CMI 360 **1-4 hours**
Independent Study

CMI 370 **1-4 hours**
Selected Topics

CMI 393 **1-4 hours**
Practicum

CMI 490 **1-2 hours**
Honors

IAS 493 **4 hours**
Senior Seminar

Pastoral Ministries

PMI 111 **3 hours**
Christian Worship
An analysis of the principles of biblical worship. Includes a strong focus on the role of music in worship along with a study of creative worship alternatives and the development of worship resource files.

PMI 231 **3 hours**
Pastoral Tools
A study of the resources available for the contemporary pastor with an emphasis on bibliography. A component of "layman's Greek" is included to enable the student to use available linguistic aids.

PMI 241 **3 hours**
Pastoral Theology I
An investigation of the pastoral call and ministry with emphasis upon the private and pulpit life of the pastor.

PMI 252 **3 hours**
Pastoral Theology II
A continued analysis of the duties and procedures of the pastorate. Special concentration is given to the realms of pastoral visitation and pastoral counseling.

PMI 358 **3 hours**
Pastoral Theology III
A study of the administrative responsibilities and the leadership role of the pastorate. Special concentration is given to multiple staff relationships, goal-setting and strategies for the contemporary church.

PMI 361 **3 hours**
Introduction to Preaching
Principles of the preparation and delivery of sermons with practice in both writing and delivery. The emphasis is on expository preaching and the development of a basic sermon process.

PMI 372 **3 hours**
Variety in Preaching
Building upon the principles of the first semester, the student is introduced to numerous sermonic types. Attention is also given to series preaching as it applies to pulpit ministry in the local church. *Prerequisite: PMI 361.*

PMI 393 **1-4 hours**
Practicum (Pastoral Internship)
Practicum in pastoral ministry focusing on visitation, administration, preaching and teaching, and counseling ministries of the pastorate. Includes on-site supervision by a qualified pastor.

Philosophy

PHI 201 **3 hours**
Logic
A study of classical and contemporary formulations of the principles of human thought. Proper deductive and inductive logic is contrasted with fallacies. Categorical logic, truth functional logic, and quantificational logic are examined.

PHI 262 **3 hours**
Contemporary Issues
A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace.

PHI 322 **3 hours**
World Religions: Western Tradition
A study of Judaism, Islam, Zoroastrianism, and related religious movements.

PHI 323 **3 hours**
World Religions: Eastern Tradition
A study of Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions.

PHI 371 **3 hours**
Principles of Ethics
A survey of the theoretical foundations of ethics such as the distinction between absolutist and relativistic views, the nature of justice, and the need for rules. Readings from classical and modern authors are included.

PHI 413 **3 hours**
Contemporary Christian Belief
The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. *Required of all students. Prerequisite: REL 313.*

Religious Studies

Courses in religious studies help students complete a certificate in missions, serve as departmental electives, and meet general education requirements (REL 313 only). These courses broaden students' understanding of religion's role in the world.

REL 311 **2 hours**
Foundations of Christian World Mission
A study of the biblical, theological and historical foundations of Christian mission strategy.

REL 313 **3 hours**
Historic Christian Belief
A survey of Christian belief as developed during the history of the church. *Required of all students.*

REL 391 **3 hours**
Preparation and Strategy for Christian World Mission
An introduction to the personal and ministry issues relevant to missionary life and service. Trends and models of cross-cultural ministry are explored. Attention is given to knowledge, skills and attitudes essential for cross-cultural adaptation. A spring break cross-cultural mission trip is sometimes included.

REL 432 **2 hours**
World Mission Area Studies
A research seminar designed for students to explore mission opportunities in an area of the world which interests them. The geography, people, history, economics, culture, government, language, and religion of an area and mission strategies appropriate to the region are considered.

Urban Ministries

UMI 200 **3 hours**
Introduction to Urban Ministry
A preparatory course which focuses on the basic principles of ministering in an urban context from a sociocultural perspective while examining successful urban ministry models.

UMI 221 **3 hours**
Urban Problems
Life in an urban context brings with it its own unique set of problems. This course is designed to acquaint the urban ministry student with how those problems develop and to examine historic attempts to address those problems by the urban church and society.

UMI 337 **3 hours**
Issues of Race in the Urban Environment
This course examines causes of racial tensions within the United States and posits solutions based on biblical principles and Christian precepts.

UMI 362 **3 hours**
Urban Systems and Structures
This course focuses on the development of the city and its interconnected subsystems while using an ecological approach to explore a city's functions and structures.

UMI 363 **3 hours**
The Urban Church
God has ordained the church as His vehicle for the redemption of the city. This course looks at the development and role of the church in an urban context.

UMI 380 **3 hours**
The Theology of the City
This course takes a look at the city from the perspective of the scriptures and acquaints the student with the historical relationship between the city and God.

Youth Ministries

YMI 200 **3 hours**
Ministry to Youth
A general introduction to youth ministry, including an overview of the needs of youth and programs designed to meet their needs in both church and parachurch settings.

YMI 210 **3 hours**
Philosophy of Youth Ministry
This course examines the foundational principles of youth ministry and guides students in the formation of their own philosophy of youth ministry.

YMI 220 **3 hours**
Recreational Ministry
A course which explores the various means of integrating recreation and ministry through both church and parachurch agencies. Principles and techniques receive attention as students examine ways to build well-rounded programs.

YMI 310 **3 hours**
Contemporary Youth Culture
This course provides an exploration into the culture of the adolescent. It stresses exposure to, and understanding of the popular culture and examines the unique function which popular culture plays in adolescence.

YMI 320 **3 hours**
Youth Guidance
This course examines common problems of adolescenthood and works toward building meaningful bridges between the young person and the caring adult.

COMMUNICATION ARTS

The primary mission of the Communication Arts Department is to help students develop the communication knowledge and skills needed for careers in public relations, print and broadcast media, advertising, business communication, and a variety of Christian ministries. Majors are available in public relations and journalism. Minors are available in communication studies, public relations, and journalism.

Public Relations (CAP)

The bachelor of arts degree with a major in public relations requires a total of 45 hours including: CAS 110 and 120; CAP 112, 220, 320, 393, 420, and 492 (8 hours); CAM 150, 262, and 320. A minimum of nine additional hours must be selected from the following: CAS 201, 340, and 372; CAP 370; CAM 240, 250, 343, 361, 383, 420, 471; BUA 231. Public relations majors are required to work with approved campus media at least three semesters.

The public relations minor requires 20 hours including: CAP 112, 220 and 320; and CAM 150. A minimum of nine additional hours must be selected from the following: CAS 201; CAP 370, 393, and 420; CAM 240, 250, 262, 320, and 343.

Journalism (CAM)

The bachelor of arts degree with a major in journalism requires a total of 45 hours including: CAS 110 and 120; CAM 150, 250, 262, 320, 393, 420 and 492. A minimum of 15 additional hours must be selected from: CAS 372; CAP 112 and 220; CAM 240, 343, 361, 370, 383 and 471; ENG 302. Journalism majors are required to work with approved campus media at least three semesters.

The journalism minor requires 20 hours including: CAM 150, 250, 320 and 420. A minimum of nine additional hours must be selected from: CAM 240, 262, 343, 361, 370, 383, 393, and 471.

Communication Studies (CAS)

A communication studies minor requires 19 hours including: CAS 110, 120, and 201. A minimum of 12 additional hours must be selected from: CAS 340, 370, and 372; CAP 112; CAM 250.

Major and Minor Combinations

Both public relations and journalism majors are encouraged to choose a minor concentration within or outside of the Communication Arts Department. Students who choose both a major and minor within the

department may count ten hours toward both.

Students who major in both public relations and journalism: may count 12 hours of core courses toward both majors; may waive the practicum requirement (CAP 393 or CAM 393) from one of the majors; may not count an elective toward both majors; may not take another communication arts minor.

Public Relations Courses (CAP)

CAP 112 **3 hours**
Public Relations I: Theory and Practice
A survey of public relations and its function in corporate, not-for-profit, government, and ministry organizations. Special emphasis is placed on the application of theory to public relations planning and practice.

CAP 220 **3 hours**
Public Relations II: Writing and Production
Focuses on the development and application of writing and media production skills for public relations message dissemination. *Prerequisite: CAP 112.*

CAP 320 **3 hours**
Public Relations III: Research and Evaluation
Formal and informal research strategies and techniques for planning and evaluating public relations programs. *Prerequisite: CAP 220.*

CAP 360 **1-4 hours**
Independent Study
Prerequisite: approval of the director of communication arts.

CAP 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAP 393 **1-4 hours**
Practicum
Prerequisite: approval of the director of communication arts.

CAP 420 **3 hours**
Public Relations IV: Campaigns and Cases
Analysis, planning, and implementation of public relations campaigns and cases involving private and public, profit and non-profit organizations. *Prerequisite: CAP 320.*

CAP 492 **4-8 hours**
Internship
A professional, supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental and major core courses and approval of the director of communication arts.*

Communication Studies Courses (CAS)

CAS 110 **2 hours**
Public Speaking
Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening.

CAS 120 **2 hours**
Interpersonal Communication
The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships.

CAS 201 **3 hours**
Corporate Communication
The acquisition and application of communication skills used in business and industry. *Not recommended for freshmen.*

CAS 340 **3 hours**
Intercultural Communication
The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures.

CAS 360 **1-4 hours**
Independent Study

CAS 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAS 372 **3 hours**
Communication for Change
A study of communication as an agent for change in various social contexts. Focuses primarily upon the skills, methods, and ethics of persuasion.

Journalism Courses (CAM)

CAM 150 **2 hours**
Basic Reporting for the Media
A beginning course in covering beats, reporting, and writing news through the use of an electronic journalism laboratory. *Prerequisite: ENG 110.*

CAM 240 **3 hours**
Photojournalism
Focuses on the uses of photography in print media. Students learn to compose, take, process and caption photographs for use in journalism and public relations. *Students must provide their own SLR 35mm cameras.*

CAM 250 **4 hours**
Mass Media
Examines the role of mass media in society and its impact upon education, religion, business, and politics. *Prerequisite: ENG 110.*

CAM 262 **3 hours**
Desktop Publishing
Examines the role of computer technology in the design and production of printed materials. Focuses on layout and design principles as well as computer-aided production skills.

CAM 300 **1-2 hours**
Media Laboratory
One or two hours of credit may be earned for work on campus media positions approved by the director of communication arts

on the Fort Wayne campus. A maximum of six hours may count toward graduation. Media laboratory credit hours may not be used to meet the requirements of any communication arts major. *Prerequisite: approval of the director of communication arts.*

CAM 320 **3 hours**
Newswriting
Emphasis on reporting and coverage of meetings, speeches, government, religion, and sports for print and broadcast media. Practice in the interview technique and in interpretive reporting is provided. *Prerequisites: CAM 150 and 250.*

CAM 343 **3 hours**
Feature Writing
The writing of news, background, human interest, and historical features for the print media. *Prerequisite: CAM 320.*

CAM 360 **1-4 hours**
Independent Study
Prerequisite: approval of the director of communication arts.

CAM 361 **3 hours**
Publication Design
Examines the layout and print production process for newspapers and magazines. Special consideration is given to photo enhancement and color design and production. *Prerequisite: CAM 262.*

CAM 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAM 383 **3 hours**
Broadcast News
Provides students with practical experience in covering, writing, and editing news for radio and television. Allows students to develop skills in both studio and field news production. *Prerequisite: CAM 320.*

CAM 393 **1-4 hours**
Practicum
Prerequisite: approval of the director of communication arts.

CAM 420 **3 hours**
Editorial Operations
Focuses on the role of the editor in both newspapers and magazines. Emphasis is given to copy editing, style, news judgment, and headline and editorial writing. *Prerequisite: CAM 320.*

CAM 471 **3 hours**
Mass Communication Law
Examines the historical background and development of speech, broadcast, and press freedoms and how the interpretation of these freedoms has changed over the years. Designed to help print and broadcast journalists understand their legal rights in gathering, preparing, and disseminating news and information. *Open to juniors and seniors only.*

CAM 492 **8-16 hours**
Internship
A professional, supervised internship in a work setting related to the major field of study. *Prerequisites: completion of departmental and major core courses and approval of the director of communication arts.*

IAS 493 **4 hours**
Senior Seminar

COMPUTING AND SYSTEM SCIENCES

COS 104 **2 hours**
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. COS 106 is available for those with more experience. Credit may not be earned in both COS 104 and COS 106. Two hours lecture and one hour laboratory.

COS 106 **2 hours**
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future coursework directly related to the student's major. Topics discussed include hardware and software operating systems, graphical user interfaces, storage technology including CD ROM, local and network information access, advanced spreadsheets, and ethical issues. The course is designed for those with significant previous computer experience. The material is covered in more depth and breadth than in COS 104. Credit may not be earned in both COS 104 and COS 106. Two hours lecture and one hour laboratory.

COS 120 **4 hours**
Introduction to Computer Science
Computer programming is stressed. Algorithms for text processing, information retrieval, mathematical manipulation, sorting, file handling, and introductory data structures are presented. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Three hours lecture and two laboratory hours per week.

COS 240 **3 hours**
Business Application Programming
Investigations of the file types and data structures typically found in business information systems, Students are given the opportunity to implement various solutions using these concepts in business application programming exercises. Most commonly used features of the COBOL language are presented and practiced. A fourth-generation language is also introduced. *Prerequisite: COS 120. Offered beginning spring 1998.)*

SYS 118 **3 hours**
Problem Solving Methodologies
A variety of problem solving techniques is explored. Tools and techniques are emphasized, but a programming language is not taught. Approaches typically studied include basic problem solving strategies, problem simplification and decomposition techniques, group problem solving, algorithmic solutions and their correctness, recursion, mathematical models, simulation, decision trees, graphs and networks, linear programming, and logic problems.

SYS 200 **3 hours**
Basic Systems
An introduction to systems concepts and the basic tools of systems analysis. Topics include the system development life cycle, decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques in the student's general field.

SYS 300 **3 hours**
Computer Systems Applications
Presents and works with a broad range of applications of computers in profit and nonprofit organizations. These topics come from the manufacturing area, financial institutions, and service organizations. Example applications to be studied from these areas might include CIM, OLTP, and donor giving. Laboratory activities focus on computer-based problem solving, and include a variety of other skills such as presentation graphics and advanced spreadsheet work. Other topics highlighted are file management issues, business information access from networks, and future hardware, software, and applications trends plus implications. *Prerequisites: COS 104 or 106, ACC 241, ECO 211, and MAT 110.*

SYS 390 **3 hours**
Information Systems Analysis
Development of knowledge and skills needed to conduct the planning and analysis phases of the software development life cycle. Information gathering, data and process modeling, and specification of system requirements using a structured methodology are emphasized along with project management techniques. *Prerequisites: COS 120 and SYS 200. Offered beginning fall, 1999.*

SYS 392 **1 hour**
Systems Seminar
The integration of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations plus occasional group discussions provide the format. May be taken twice. *Offered beginning spring, 1999.*

SYS 394 **3 hours**
Information Systems Design
This course explores how to construct an information system to best satisfy the documented requirements. All required inputs, software programs, outputs, and files as well as manual procedures are designed using a structured methodology. Internal and external system controls are defined to assure system reliability. Management and end-user involvement and design documentation are emphasized. *Prerequisite: SYS 390. Offered beginning spring, 2000.*

CROSS CULTURAL MINISTRIES

See Christian Ministries.

ECONOMICS

See Business, Accounting, and Economics.

EDUCATION

Introduction

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students which they teach in public, private, and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The Department of Education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Indiana Professional Standards Board. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the director of teacher education. Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree.

Advisement

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major in elementary education, the student will be assigned an academic advisor. This academic advisor will continue to advise the student throughout the entire program. Curriculum guides containing course requirements for teacher education programs offered at the university may be obtained from the Department of Education. The *Teacher Education Program Student Handbook* includes a four-year program timeline and course sequence for general education and major and professional education courses which assist the students in planning their teacher education program.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the Education Department) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards which students must

meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirement I, and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

Admission to Supervised Internship (Student Teaching): Step Two

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the Department of Education and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirement II, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

Scholastic Performance

Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.

Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly

enrolled students. Credits are assessed by the registrar. The director of teacher certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on the curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall term activity; however, student teaching during the spring term of the senior year is available to selected students by special permission of the academic department and the Teacher Education Committee. Students must complete major and endorsement courses prior to being approved to student teach in these areas.

Opportunities are provided for overseas student teaching. After completing a ten-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

TEACHER EDUCATION PROGRAMS

Field of Study

Curricula which meet the licensing standards of the Indiana Professional Standards Board are listed on the curriculum guide available to each student. Preparation for the standard teaching license in the following field is provided at Taylor University Fort Wayne:

Elementary Education (first through sixth grades)

Included in the elementary education curriculum are selected general education courses, directed electives, free choice electives, and professional education courses.

Requirements for the elementary education major include 71-75 hours in general education (language arts, science, social studies, mathematics, arts, physical education and health) and subject matter concentration (36-38 core major hours)—ENG 210, EDU 270, 342 or 343, MAT 201-202, PHY 121, ART 300, MUS 300, HPR 250, IAS 493; 38 hours in professional education—EDU 150, 260, 350, 351, 353, 421, 441, PSY 240, IAS 493 (also a part of the core major); and 27 hours of directed and free choice electives.

The following certification endorsements may be added to the elementary license: junior high/middle school endorsement in the areas of language arts, science, mathematics, and social studies; and kindergarten endorsement.

Associate of Arts Degree In Early Childhood Education

In addition to the baccalaureate degree program maintained by the department, a two-year curriculum in *early childhood education* is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops which integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities).

This degree includes ART 300, BIB 110, 210, CAS 110, COS 104 or 106, EDU 223 (taken each interterm), EDU 280, 290, 300, 320, ENG 110, HPR 100, 200, HUM 230 or ENG 230, HUM 250, IAS 101, 110, MUS 300, PSY 240, SOC 220, 381, and a science course, for a total of 68 hours.

Education Religious Studies Certificate

An elementary education student who wishes to be prepared to teach in a Christian school should consider completing the 25-hour Education Religious Studies Certificate. In addition to the 12 hours of general education requirements in this area, students electing this option will complete a minimum of 13 course hours including the specialized course EDU 382 Teaching in a Christian School. Application forms are available in the Department of Education. This certificate is not a program which the Indiana Professional Standards Board certifies.

Certification

The elementary education program has been designed to meet Indiana certification requirements and has been approved by the Indiana Professional Standards Board. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required NTE tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Indiana Professional Standards Board that all requirements for certification have been

met and for processing all applications for certification.

Indiana has an Interstate Agreement Contract with 30 states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach because requirements often change from year to year. Addresses and telephone numbers for every State Department of Education are available in the teacher certification office.

Accreditation

The teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

Elementary Education Comprehensive Exam Requirement

All elementary education majors are required to take the Education in the Elementary School National Teacher Examination Specialty Area test and score 520 or above. Any elementary education major who does not successfully score 520 or above will be provided the opportunity to participate in a tutorial guided instruction program under the direction of the Learning Support Center to prepare for retaking the test.

Practicum

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or a project. It is offered primarily during interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

EDU 150 **3 hours**
Education in America
A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, K-12, in a multicultural society are studied. An analytical study of teaching is made, including concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

EDU 223 **4 hours**
Supervised Field Experience in Early Childhood Education
A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this interterm course two times, once in a day care center or Headstart and once in a preschool. *Prerequisite: EDU 280 or 290 or permission of instructor.*

EDU 260 **3 hours**
Educational Psychology
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to handicapped students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. *Prerequisite: EDU 150.*

EDU 270 **3 hours**
Children's Literature Through the Language Arts
The various genres of children's literature are explored through the communication modes of listening, writing and speaking. Literature dealing with diversity and disabilities is included. Includes a field experience lab.

EDU 280 **4 hours**
Communications and Language Arts in the Preschool and Kindergarten
This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal, and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart help students become aware of the wide abilities within these classrooms. Includes a field experience lab. *Prerequisite: EDU 150 for those seeking the BS or BA degree.*

EDU 290 **4 hours**
Social Studies, Science, and Mathematics in the Preschool and Kindergarten
The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a world view, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this world view. Weekly observation of and participation with children in preschool, kindergarten, and Headstart help students become aware of meaningful teaching modes and methods of the areas covered in this course. Includes a field experience lab. *Prerequisite: EDU 150 for those seeking the BS or BA degree.*

EDU 300 **4 hours**
Teaching the Young Child in the Preschool and Kindergarten Classroom
This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective kindergarten and preschool teacher. Students study all the professional aspects of developing appropriate curriculum (including the ethnic, cultural, and disability needs of children) and the desirable physical setting. Methods which meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. These include nutrition, health, safety, creative movement, art, music, discipline approaches, and identification of the various types of child abuse. On-site visitation, interviewing teachers and resource people, discovering appropriate media, and reading assignments aid in developing skills and materials needed to teach kindergarten, preschool, or Headstart in public or private schools. *Prerequisite: EDU 150 for those seeking the BS or BA degree.*

EDU 310 **2 hours**
Discipline and Classroom Management
This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management which utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Open to freshmen only by permission of instructor. Prerequisite: EDU 150.*

EDU 320 **3 hours**
The Exceptional Child
This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. *Prerequisite: EDU 150*

EDU 332 **3 hours**
The Junior High/Middle School
A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Prerequisites: EDU 150, 260. Must be completed prior to student teaching.*

EDU 342 **3 hours**
Microcomputers in Educational Settings
Key concepts of learning theory which have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Learning Support Center computer lab. *Meets the general education computer literacy requirement.*

EDU 343 **1 hour**
Computer Applications in Elementary Education
The course includes topics of CAI, hypermedia - multimedia development, distance learning, and educational simulations. The course examines the pedagogical value of computers. Students serve as laboratory assistants in the computer lab to gain strong problem solving skills and lab supervisor skills in DOS, Windows, Apple and Macintosh environments. EDU 343 fulfills the one hour of computer application general education requirement for elementary education majors. *Prerequisite: COS 104 or 106.*

EDU 350 **3 hours**
Teaching Developmental Reading in the Elementary Classroom
An examination of current methods, materials, and media used in teaching reading in a multicultural society. The foundations of reading skills instruction and the development of the hierarchy of reading skills are studied in relation to the total range of student needs. The reading/writing connection and literature-based programs are addressed. *Prerequisites: EDU 150, 260, and approval into the teacher education program.*

EDU 351 **3 hours**
Methods and Materials for Elementary Teachers
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas appropriate for elementary children. Strategies for working with diverse student populations and incorporating current technology are included. Includes a field experience lab. *Prerequisites: EDU 150, 260, and approval into the teacher education program.*

EDU 353 **3 hours**
Diagnostic and Corrective Reading for the Elementary Classroom
This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess reading problems of elementary school children. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience lab. *Prerequisites: EDU 150, 260, 350, and approval into the teacher education program.*

EDU 360 **1-4 hours**
Independent Study

EDU 382 **3 hours**
Teaching in a Christian School
Examines through readings, seminars, field experiences, guest lecturers, and classroom investigations the theological, historical, philosophical, organizational, curricular, and instructional principles for teaching in a Christian school. *Prerequisite: EDU 150.*

EDU 393 **1-4 hours**
Practicum

EDU 421 **14 hours**
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels during the fall term under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. Elementary education majors completing an endorsement spend nine weeks in an elementary grade and seven weeks in the area of the endorsement. *Prerequisites: (a) approval by the Teacher Education Committee; (b) EDU 150, 260, 350, 351, 353; ENG 210. Corequisite: EDU 441. Credit only.*

EDU 441 **2 hours**
The Child and the Teacher
A seminar/general methods course for elementary education majors taught concurrently with student teaching. General and

specific teaching methods are included in the seminars. Topics covered are professional ethics, assessment, classroom management and discipline, time management, special needs of students (including culturally diverse, mainstreamed, at-risk, and latch-key students, one-parent families, teen-age mothers, extended families, children home alone, etc.), motivation, professional organizations, legal implications for the teacher, building one's credential file, interviewing skills, and first-year teaching. *Corequisite: EDU 421.*

EDU 480 **1-4 hours**
Seminar

IAS 493 **4 hours**
Senior Seminar
Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized. *Offered only during interterm.*

ENGLISH

The English Department offers courses intended to help students write clearly and effectively and to read literature with critical appreciation. All students take courses in expository writing and literature.

English Studies Major

A major in English studies provides students with a strong liberal arts preparation for a variety of careers including business, law, ministry, research, library science, civil service and administration, as well as writing, editing, and publishing.

The English studies major is designed to be pragmatic. While retaining the essential components of a traditional English major, it seeks to prepare students for professions that require strong communication skills, proficiency in written and spoken English, and the ability to think critically.

The bachelor of arts in English studies requires 43 hours of study in English and related fields (in addition to ENG 110). The core course requirements are ENG 212, 302, 333; two literature survey courses from ENG 230, 240, 250 or 233; CAP 262; one communications course from CAS 201, 340, 372; and IAS 493. An additional 13 hours in writing and literature at the 300 or 400 level including at least one course in writing and two courses in literature complete the degree requirements.

Additional 300-400 level English courses listed in the Taylor University Upland Catalog are open to Fort Wayne students and can be used to meet requirements.

English Minor

An English minor is appropriate for students who wish to supplement any major, but is particularly recommended for students studying law, communications, or journalism, or for students intending to attend law school or seminary.

The English minor consists of at least 17 hours in addition to ENG 110. Required courses are ENG 212; ENG 230 or 240 or 250 or 370 (when applicable); and nine to 12 hours in writing or literature.

Writing and Language

ENG 100 **2 hours**
Basic English
Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. *Offered fall semesters.*

ENG 110 **4 hours**
Expository Writing
Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking. *To be taken during the freshman year. ENG 110 is prerequisite to all other English courses except ENG 100, 230, 233, 240, and 250.*

ENG 210 **3 hours**
Writing for Teachers
Advanced writing class for prospective educators. Includes a research component, reading and writing in the disciplines, and a standardized grammar test (to be passed at the 70% level). Required for elementary majors seeking certification. Not required of English majors or minors. *Prerequisite: ENG 110.*

ENG 211 **3 hours**
Imaginative Writing
A general introduction to and overview of creative writing (including poetry, fiction, drama, and creative non-fiction) that meets the requirement for secondary education students and also serves potential majors and other interested students. Classroom setting with textbook; directed workshop activities. *Prerequisite: ENG 110.*

ENG 212 **4 hours**
Critical Approaches to Literature
Introduction to basic literary analysis and theory with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Recommended for all students who desire greater reading and writing skills. *Prerequisite: ENG 110. Offered spring semesters.*

ENG 302 **4 hours**
Linguistics and Grammar
Analysis of the English language with attention to its history, nature, and structure. *Prerequisite: ENG 110. Offered spring semester of odd years.*

ENG 320 **3 hours**
Poetry Writing
Comprehensive instruction and guided workshop in writing poetry. *Prerequisite: ENG 110.*

ENG 321 **3 hours**
Fiction Writing
Comprehensive instruction and guided workshop in writing fiction. *Prerequisite: ENG 110.*

ENG 333 **4 hours**
Business and Technical Writing
Practice in the forms of writing required in business and industry. *Prerequisite: ENG 110. Offered spring semester of even years.*

ENG 472 **4 hours**
Freelance Writing
Experience in the techniques and strategies of freelance writing, working toward publication. *Prerequisite: ENG 110.*

Literature

ENG 230 **4 hours**
World Literature
A selective survey of world literary achievement from antiquity to the present.

ENG 233 **4 hours**
Literary London
A study-tour conducted each January in England, combining study of selected major British authors with extensive sight-seeing in London and surrounding counties. Enrollment with instructor's permission. *Offered interterms via Upland campus.*

ENG 240 **4 hours**
American Literature
A survey of the American literary tradition from its origins to the present.

ENG 250 **4 hours**
British Literature
Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language.

ENG 360 **1-4 hours**
Independent Study

ENG 361 **4 hours**
Drama
A selective survey of the historical development of drama from its origins to the present day. *Prerequisite: 200-level English literature course.*

ENG 362 **3 hours**
Shakespeare
Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theater. *Prerequisite: 200-level English literature course.*

ENG 370 **1-4 hours**
Selected Topics
Examples of courses: Urban Literature; African-American Literature; The Literature of the Bible; Women in Literature; The Theology of George MacDonald and C.S. Lewis; The Victorian Religious Novel.

ENG 371 **4 hours**
The Novel
A selective survey of the historical development of the novel, from its origins to the present day. *Prerequisite: 200-level English literature course.*

ENG 373 **4 hours**
Literatures of Cultural Diversity
A critical study of life in a global community focusing on the twentieth-century literature of one of more cultures. Primarily intended for English studies majors but recommended for all students desiring cross-cultural awareness. *Prerequisite 200-level English literature course. Offered spring semester of even years via the Upland campus.*

ENG 393 **1-4 hours**
Practicum

IAS 493 **4 hours**
Senior Seminar

ENVIRONMENTAL SCIENCE

ENS 200 **4 hours**
Environment and Society
Introduction to ecological principles and the impact of man on the environment. Issues studied include population dynamics, food and agriculture, natural resources, pollution problems, and environmental ethics. Laboratory time is divided between experiences in ecology and environmental education and small group discussions of current environmental issues. Fulfills the general education laboratory science requirement.

GEOGRAPHY

GEO 210 **4 hours**
Physical Geography
The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

HPR 100 **1 hour**
Fitness for Life
A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student's level of physical fitness. This course, a requirement for all students, satisfies one of the three general education requirements in HPR.

HPR 200 **1 hour**
General Physical Education
These courses are to encourage students to adopt an active physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills

for participation in lifetime sports. A variety of courses is offered each semester. These courses satisfy two of the three general education requirements in HPR. *Prerequisite: HPR 100*

HPR 200 **1 hour**
Athletic Participation
Students who compete on an intercollegiate athletic team may earn one credit of general physical education for this participation. Students must consult with the athletic director in order to ensure that the requirements for this credit are successfully completed. *Prerequisites: HPR 100 and HPR 200 (1 credit)*

HPR 200 **1 hour**
Individualized Physical Education
This course is designed for students who fit into one of the following three categories: 1) the student has a physical problem which prohibits completing another HPR 200 course; 2) the student would like to do an activity that is not offered as an HPR 200 course; and 3) the student is near graduation and cannot schedule another HPR 200 course. Students design personal physical fitness programs which must include cardiovascular activities and then engage in those physical fitness programs throughout the semester. Pre- and post physical fitness assessments are administered, and a cognitive assignment is required. Students must apply to and be approved by the HPR department chair in order to register for the course. *Prerequisites: HPR 100 and HPR 200 (1 credit).*

HPR 250 **3 hours**
Elementary School Health and Physical Education
This course is designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. The class meets four hours per week with the additional hour being utilized for peer teaching assignments.

HISTORY

HIS 100 **5 hours**
World History
Survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

HIS 120 **5 hours**
History of the United States
Study of the social, political, and cultural development of the people of the United States from the colonization period to the present.

HIS 140 **3 hours**
Church History, Pre Reformation
An historical survey of the Christian church from its beginnings until the Renaissance era (about 1500). Includes a discussion of apologists, creedal development, the early theological controversies, Augustine, the rise of the Papacy, monasticism, the investiture controversy, the Crusades, scholasticism, the Conciliar Movement, and the Renaissance.

HIS 141 **3 hours**
Church History, Post Reformation
An historical survey of the Christian church from the Reformation era to the present (from 1500). Includes a discussion of the Reformation, the Catholic Reformation, the Age of Reason, Liberalism, Christian Socialism, Fundamentalism, and early American church history. Major emphasis is given to the Reformation era.

INTERAREA STUDIES

See Final Entry of Departmental Listings.

JUSTICE EDUCATION

The objectives of the Department of Justice Education are (a) to prepare students for professional service in the multifaceted and challenging arena of the American justice system; (b) to strategically position students for graduate work in law, the behavioral sciences, or justice education; and (c) to provide maximum flexibility for students in the liberal arts, by offering three distinct programmatic alternatives.

Students will pursue either a bachelor of science or a bachelor of arts degree in one of the following majors: criminal justice; law and justice; or justice and ministry. In lieu of the foreign language requirement for the BA degree, the BS degree in any of the justice education majors must be augmented with 12 additional hours from the sciences, business, or psychology.

All three majors share a common core curriculum of justice courses which embody (1) the historical development, organization, and administration of the courts, corrections programs, and law enforcement; (2) a theoretical, philosophical, and substantive analysis of law, justice, and the causes and effects of both juvenile delinquency and adult crime; and (3) comparative strategies for preventing, controlling, and treating criminal behavior.

Criminal Justice Major

The criminal justice major is designed for individuals who are interested in administration, leadership, and service with either juvenile or adult offenders, or other at-risk populations. The academic program professionally equips students to function in offender-based agencies and organizations, whether in law enforcement or corrections. Moreover, this is a potential choice for persons seeking a double-major in preparation for graduate work in another behavioral science, such as psychology, or graduate work in criminal justice. A double major might require an additional semester.

The 50 hour criminal justice major includes a 41 hour core consisting of JUS 100, 110, 120, 230, 300, 321, 342, 353, 420, and SOC 220. In addition, the major includes a nine hour concentration in one of two areas: law enforcement—JUS 210, 315, and 340; or corrections—JUS 310, 330, and a three hour psychology or additional sociology elective.

Law and Justice Major

This is the major of choice for prelaw students. Law and justice is a strong interdisciplinary liberal arts curriculum specifically designed to meet the expectations articulated by law schools throughout the United States. Moreover, for individuals who seek only an undergraduate degree but who desire to serve in court administration or in some other professional legal environment, this academic major provides excellent preparation.

The 55 hour requirement for the law and justice major is a unique blend of courses in justice education, English, political science, philosophy, business and economics: JUS 100, 220, 230, 300, 315, and 342; ENG 212 and 302; POS 372 and PRL 441; PHI 201 and 262; BUA 311 and 442; ECO 211 and 212.

Justice and Ministry Major

For students who desire to serve in a nontraditional ministry to offenders or other at-risk populations, the justice and ministry major integrates justice studies with courses in Christian ministry and the behavioral sciences. Some are called to be chaplains; others are motivated to serve as program administrators or specialists in parachurch organizations and in public or private agencies.

The 46 hour requirement for this major includes JUS 100, 200, 230, 321, 342, and 420; CMI 122, CED 371; PSY 310, 461 or JUS 310; SOC 220; and UMI 200.

Justice Education Minors

A minor in one of the three justice education programs is appropriate for students who wish to supplement or enhance another major, especially in the behavioral sciences or ministry. The 20 hour requirement includes JUS 100, 230, 342, and 393, plus nine additional hours of JUS courses from the approved curriculum of either criminal justice, law and justice, or justice and ministry.

JUS 100 **3 hours**
Introduction to Criminal Justice
A survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. Emphasis is placed on both offenses and offenders at each stage of the process. *Offered each semester.*

JUS 110 **3 hours**
Corrections
A study of the organization and administration of adult corrections with special emphasis on institutions and incarceration. Correctional theories, policies, and practices are considered in an historical and contemporary context. *Prerequisite: JUS 100 or permission of instructor. Offered spring semesters.*

JUS 120 **3 hours**
American Policing
An introductory course on legal, theoretical, historical, and organizational foundations of law enforcement in the United States with a critical assessment of alternative police policies and practices. *Prerequisite: JUS 100 or permission of instructor. Offered spring semesters.*

JUS 200 **3 hours**
Organizational Chaplaincy
An overview of correctional chaplaincies as they function in jails, prisons, and community-based settings. Federal, state, and county models of chaplaincy will be examined, both at a systemic and localized level of operation. Some attention will also be given to potential future developments in correctional chaplaincy. Students will be encouraged to develop a chaplaincy approach based on an analysis of their individual gifts. *Prerequisite: JUS 100. Scheduled as needed.*

JUS 210 **3 hours**
Criminal Investigations
A study of investigative techniques and procedures in law enforcement, focusing on the rules of evidence applicable at each stage of the process. *Prerequisites: JUS 100 and 120. Offered fall semester of odd years.*

JUS 220 **3 hours**
Judicial Systems
A study of the major structures, processes, and dynamics which underlie the judiciary, the problems and issues, with emphasis on the relationships of the actors, recent changes and reforms. Court simulations (mock courts) and observations are part of the structure of the course. *Offered spring semester of even years.*

JUS 230 **3 hours**
Restorative Justice
A study of a biblical model of justice and how it can be applied to the current criminal justice system, focusing on the restoration of harms caused by crime to the victims, community, and

offender, examining the responsibilities of each in the restorative process and the role of the Christian community in implementing changes. *Prerequisite: JUS 100. Offered fall semesters.*

JUS 300 **3 hours**
Criminal Law
A study in substantive criminal law and how the courts apply constitutional and statutory principles in the appellate process. An examination of the historical foundations of the substantive law, the legal elements ofculpability, and the limitations of that law in its application to the adjudicatory process. *Prerequisite: JUS 100, or permission of instructor. Offered fall semesters.*

JUS 310 **3 hours**
Correctional Treatment
A review and analysis of various treatment modalities and interventions that are practiced with offenders, utilizing both process and outcome data from contemporary research projects. *Prerequisites: JUS 100 and 110. Offered fall semester of odd years.*

JUS 315
Criminal Procedures
A study of procedural criminal laws that govern policing based primarily on the United States Constitution, Supreme Court cases and state statutory requirements. An examination of legal liabilities which impact law enforcement agencies, and procedural requirements from arrest to sentencing. *Prerequisite: JUS 100, and JUS 120 for law enforcement concentrations. Offered spring semester of odd years.*

JUS 321 **3 hours**
Juvenile Delinquency
An exploration of the juvenile justice system and process with an in-depth analysis of the moral, social and psychological antecedents of juvenile crime and delinquency. An examination of serious crime by juveniles, focusing on both prevention and treatment. *Prerequisite: JUS 100 or permission of insturctor. Offered spring semesters.*

JUS 330 **3 hours**
Community-based Corrections
A study of policies and practices in community corrections including an analysis of both traditional and nontraditional alternatives to incarceration as strategies for managing offender populations and reducing prison overcrowding. *Prerequisites: JUS 100 and 110. Offered spring semester of odd years.*

JUS 340 **3 hours**
Crime Prevention and Control
A comprehensive review and analysis of various crime prevention and control strategies and projects including a critical examination of specific techniques, technologies, and methodologies. *Prerequisites: JUS 100 and 120. Offered fall semester of even years.*

JUS 342 **4 hours**
Criminology
An interdisciplinary approach to the analysis of individual and group behaviors which result in delinquency and criminal conduct with an opportunity for each student to develop and defend a unified theory of criminal behavior. *Prerequisite: JUS 100. Offered fall semesters.*

JUS 353 **4 hours**
Research Methods in Criminal Justice
A study in the basics of criminal research, introducing research methodologies most often used in criminal justice and criminological research, including a description of elementary descriptive and inferential statistics. *Prerequisites: JUS 100 and 342. Offered spring semester of odd years.*

JUS 393 **1-4 hours**
Practicum
Prerequisites: JUS 100 and 110 or 120, or permission of instructor.

JUS 420 **12 hours**
Internship in Criminal Justice
A semester of academically and professionally supervised work in a criminal justice agency or an offender-based social service program. *To be taken upon completion of core JUS courses and scheduled during junior or senior year, with approval of faculty.*

IAS 493 **4 hours**
Senior Seminar

MATHEMATICS

MAT 100 **1 hour**
Mathematics Fundamentals
A study of the basic arithmetic operations, exponents, ratios, linear and quadratic equations, graphs, and story problems. This course is specifically designed to assist those students who need help for the mathematics proficiency examination. *May be taken pass-fail only.*

MAT 110 **3 hours**
Finite Mathematics
A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance. *Prerequisite: A good understanding of algebra.*

MAT 140 **3 hours**
Fundamental Calculus for Applications
An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. *Prerequisite: MAT 110 or permission of instructor.*

MAT 201 **5 hours**
Mathematics for Elementary Teachers I
First of a two-course integrated content-methods sequence for elementary teacher preparation. This course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, and pedagogy including classroom use of hand calculators and microcomputers. Includes field experience lab. *Open to majors in early childhood and elementary education.*

MAT 202 **5 hours**
Mathematics for Elementary Teachers II
The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group work. Each student is responsible each week for a mathematics class in local schools, grades 1-6. Includes field experience lab. *Open to majors in early childhood and elementary education.*

MAT 250 **4 hours**
Transitional Mathematics
An introduction to abstract and linear algebra and to analysis. A study of the mathematical structure of matrices with applications, symbolic logic, Boolean algebra, groups, rings, and fields. Specific examples of the various algebras are studied rather than an extensive theoretical development. Also, types of proof including mathematic induction and epsilon-delta proofs of limits are introduced.

MAT 382 **3 hours**
Advanced Statistics
A study of regression analysis including multiple and nonlinear regression; correlation analysis, including multiple and partial correlation; analysis of variance; and nonparametric statistics. This course also includes selected topics from calculus and matrix theory required for the study of these topics. *Prerequisites: NAS 240, MAT 140. (Offered beginning interterm, 1998.)*

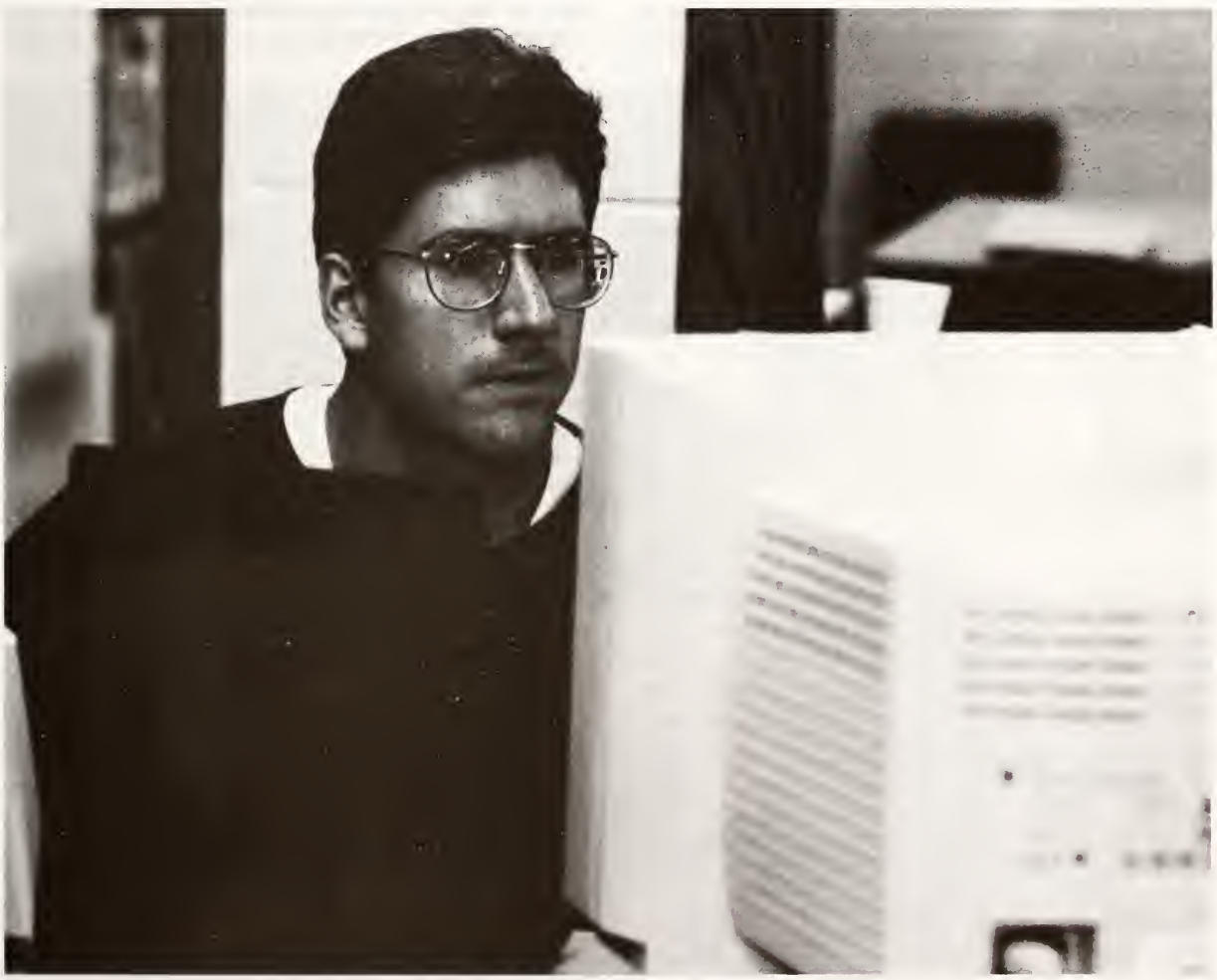
MODERN LANGUAGES/FRENCH AND SPANISH

FRE 101, 102 **4 hours**
Elementary French
Stresses reading and the use of spoken language including the essentials of grammar and offers an introduction to French culture. Includes coordinated laboratory activities. *FRE 101 is prerequisite to FRE 102.*

FRE 201, 202 **3 hours**
Intermediate French
Continues and builds upon the approach of FRE 101 and 102 through grammar review and intensive reading. Language laboratory activities are provided to promote oral communication. *FRE 201 is prerequisite to FRE 202.*

SPA 101, 102 **4 hours**
Elementary Spanish
The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Laboratory activities are provided. *SPA 101 is prerequisite to SPA 102.*

SPA 201, 202 **3 hours**
Intermediate Spanish
Emphasis is placed on the conversational approach with additional reading and writing. *SPA 201 is prerequisite to SPA 202.*



MUSIC

Taylor University Fort Wayne makes music an integral part of the overall program serving the needs of the liberal arts student within the context of Christian higher education. Through course work, private study, performing groups, and the Community School of the Arts, all students can pursue their interests and develop their talents in music. Private study and ensembles meet the participation in the arts general education requirement.

The Community School of the Arts is a department of the university which provides instruction, performance, and services to people of all ages. While offering services to the Fort Wayne community, further arts experiences and instruction for the university student can be received through this noncredit source.

The university has many music resources: music technology-Schmitz piano lab, instructional computing center, electronic music center, ten practice rooms, seven teaching studios, auditorium, multi-activity room, classroom/rehearsal rooms, music library, pipe and electronic organs, grand and console acoustic pianos, and electronic keyboards, synthesizers, sound processors, MIDI interconnections, and recording equipment.

Bachelor of Arts in Christian Ministries/ Music Ministries

The Christian Ministries and Music Departments offer a unique interdisciplinary major combining biblical studies, Christian ministries, and music. Designed for those who plan to enter music ministries in the church or Christian organizations, this Christian ministries major with a concentration in music ministries provides the student with a curricular balance between knowledge and practice. Distinctives of this concentration are (1) an ongoing practicum for majors or minors using chapels for performing, leading, playing, creating, and planning under faculty supervision; and (2) internships served where both pastoral and musical skills can be nurtured. Interested students need to have some background and skills in music and have some competency in piano or voice. Six semesters of involvement in an approved ministry are required to fulfill the field ministry competency in the major and two semesters are required for the minor.

The bachelor of arts degree is granted to students majoring in Christian ministries/music ministries who complete the 18-hour CMI core, a language requirement, and an additional 39 hours in the music concentration.

The 18-hour CMI core includes BIB 272, 462; CMI 100, 122, 262; and PHI 262 or 371.

The music ministries concentration requires 39 hours including: BIB 350 or three elective hours in BIB; PMI 111, 241 or 252 or 361; four hours of MUS 100-400 (applied major); two hours of MUS 100-400 (applied minor); MUS 120, 123, 131, 132, 201, 210 (2 hours), 223, 241, 350, 361, 393 (2 hours).

Music Ministries Minor

The music ministries minor prepares students to assist in a church or Christian organization. The minor consists of 28 hours including: PMI 111, 241 or 252 or 361; four hours of MUS 100-400 (applied major); two hours of MUS 100-400 (applied minor); MUS 120, 123, 131, 132, 210, 241, 350, and 361.

Music Ensemble Audition and Registration Information

Auditions: For ensembles requiring auditions, freshmen and transfer students will be given opportunities to audition during days of orientation at the beginning of the semester. Returning students will normally be auditioned by arrangement with the director of each group.

Registration: Students should consult the Taylor University Schedule of Classes during registration for the correct ensemble name and number. Most ensembles may be taken for one credit hour. This credit may meet the participation in the arts general education requirement.

Choral Ensembles

MUS 210 **1 hour**
Choral Ensemble
This ensemble performs a wide variety of choral literature, normally rehearsing twice a week. Performance on campus is in chapels, recitals, and concerts. Other sections concentrate on certain segments of choral literature: madrigal, jazz, etc. *Audition required.*

MUS 210 **1 hour**
Fort Wayne Philharmonic Chorus
Through special arrangement with The Fort Wayne Philharmonic. Schedule of performance and certain fees may extend beyond university schedules. *Audition required.*

Instrumental Ensembles

MUS 210 **1 hour**
Chamber Ensemble
String, wind, mixed, or other ensembles possible according to interest and ability of interested students.

MUS 210 **1 hour**
Community Brass Ensemble
This multigenerational brass ensemble plays a variety of brass ensemble music. On campus and community concerts. *Audition required. Extra lab fee per experience.*

Private Lesson Audition and Registration Information

Auditions: For those new students who desire to study privately in voice or other instruments, an audition

interview is to be set up through the music office by the first week of each semester.

Registration: All students may register for private instruction during regular registration. Advisors can assist with the desired instrument and amount of credit. During the first week of the semester, the music office will assign instructors to the students. Students will then contact their instructors for lesson times. Advancement from one level to another will be on the basis of proficiency, examination, and consent of the instructor. Private instruction may be taken for one to four credit hours. This credit may meet the participation in the arts general education requirement. Those beginning on an instrument are encouraged to first take class instruction prior to private instruction.

MUS 100 **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 200 **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

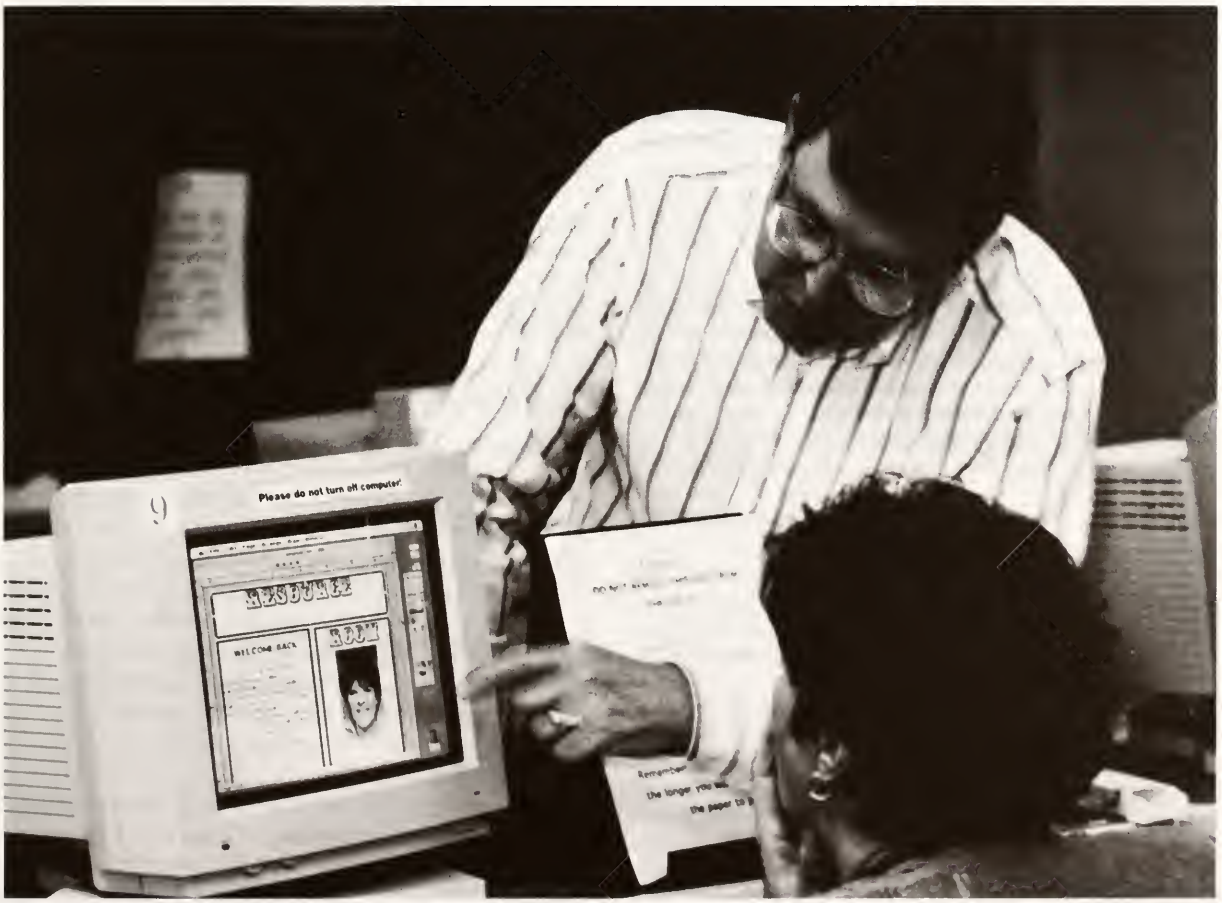
MUS 300 **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 400 **1-4 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

Music Courses

MUS 111, 112 **1 hour**
Voice, Piano, Guitar, Electronic Keyboard Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. *Admission to any applied class requires the approval of the instructor.*

MUS 120 **3 hours**
Music Theory
A comprehensive, practical introduction to the essentials of music theory: rhythm, intervals (diatonic and chromatic), scales



(major and minor - all forms), key signatures, circle of 5ths, triads and chords, terms, and tempo markings. Class instruction as well as computer lab work includes singing, ear training, and keyboarding.

MUS 123 **3 hours**
Harmony I
A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic rhythmic and rhythmic concepts are learned through written analytic and keyboard experience. Areas covered include diatonic triads, diatonic seventh chords, and secondary functions. Intermediate work is done in the areas of nonharmonic tones and chromatic harmonies including secondary dominants. *Prerequisite: MUS 120.*

MUS 131 **1 hour**
Introduction to Music I
An introductory course exploring careers in music, the elements of music, basic music forms, styles, and an overview of the history of Western music.

MUS 132 **2 hours**
Introduction to Music II
A continuation of MUS 131. *Prerequisite: MUS 131.*

MUS 201 **1 hour**
Computers, Technology, and Music
This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing, and desk-top publishing. Dominant use is on Macintosh systems. Basic keyboard skills are essential. This course along with the two hour COS 104 or 106 course meets the computer literacy requirement. Includes a supervised lab each week. *Prerequisites: MUS 120, COS 104 or 106, or permission of the instructor.*

MUS 223 **3 hours**
Harmony II
A continuation of Harmony I. Intermediate and advanced work in the following areas: chromaticism and modulations, diminished and half-diminished seventh chords, and doubly augmented sixth chords. Also included is an introduction to binary and ternary forms and late-nineteenth century tonal harmony as well as an introduction to twentieth century practices. An original composition is required as a final project. *Prerequisite: MUS 123.*

MUS 241 **2 hours**
Sight Singing and Ear Training I
Skill development is stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic responsiveness accomplished through class performance, the use of the electronic TAPmaster, and an Apple computer. *Prerequisite: MUS 120.*

MUS 300 **4 hours**
Music in the Elementary Classroom
This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies).

MUS 323 **1 hour**
Functional Keyboard Skills
The facilitating of practical keyboard skills including scales, chords, arpeggios, sight reading, and harmonization of melodies at sight. In addition, students will complete the requirements needed for transposition, score reading, and accompanying in order to pass the Piano Proficiency.

MUS 350 **3 hours**
Music and the Church
A study of the organization, administration, and operation of the overall church music program. Areas of study include the multiple church choir program (pre-school - grade 9), handbells, Orff instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading. and hymnody.

MUS 361 **2 hours**
Conducting I
An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed.
Special Topic Courses

MUS 170, 370 **1-4 hours**
Selected Topics

MUS 360 **1-4 hours**
Independent Study

MUS 393 **1-4 hours**
Practicum

MUS 450 **1-4 hours**
Directed Research

MUS 480 **1-4 hours**
Seminar

MUS 490 **1-2 hours**
Honors

PASTORAL MINISTRIES

See Christian Ministries.

PHILOSOPHY

See Christian Ministries.

PHYSICAL EDUCATION

See Health, Physical Education, and Recreation.

PHYSICS

PHY 120 **4 hours**
Experiences in Physical Science
Selected topics from physical science are studied to afford insight into current understanding of natural phenomena, models

used to represent nature, and methods used in the quest to fathom the physical universe. Three lecture periods and one recitation period each week. One two-hour laboratory session biweekly.

PHY 121 **5 hours**
Survey of Physical Science for Elementary Teachers
Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects include an actual teaching experience in the elementary school. Four lecture periods and one two-hour laboratory session each week.

POLITICAL SCIENCE

POS 100 **4 hours**
American Politics
Primary emphasis is given to the democratic character of American government. The course considers the constitutional system and economic policy as well as the institutions of American government. *Offered on occasion.*

POS 342 **4 hours**
Public Administration
An examination of the structure, function, organization and personnel of public administration. Emphasis is on American bureaucracy and the problems of public control and bureaucratic responsibility.

POS 372 **5 hours**
American Constitutional Development
Stresses the origin, adoption, and interpretations of the United States Constitution. Cases and readings on the powers of the federal government, judicial review, states rights, state police powers, federal commerce powers, and due process are analyzed. *Prerequisites: HIS 120 and POS 100, or consent of the instructor.*

PRL 441 **3 hours**
Legal Studies
Designed for those who expect to attend law school. Students gain experience with the writing, reading, and critical thought levels expected of all law students. The course is taught by an attorney.

PSYCHOLOGY

Psychology involves the study of human and animal behavior. Each course seeks to integrate psychological data with major biblical beliefs. The aim of the department is to train Christian psychology students who upon graduation are prepared for further academic studies and/or professional responsibilities.

The BA in psychology consists of 45-46 semester hours and four semesters of foreign language. In order to insure a breadth of exposure to the discipline of psychology, the following courses must be taken: PSY 110, 125, 140, 210, 250, 272, 310, 321, 393 or 450, and IAS 493. A student may choose a minor in psychology by taking PSY 200 and 15 additional hours in psychology.

Applied and preprofessional concentrations are outlined in curriculum guides available in the department offices.

PSY 110 **3 hours**
Foundations of Psychology
An historical and philosophical introduction to the discipline of psychology. Topics include world views in psychology, history of psychology, current perspectives in psychology, and models of integration of psychology and Christianity.

PSY 125 **2 hours**
Intrapersonal Psychology
The study of how to process the emotional dynamics of anger, guilt, anxiety, and grief while becoming mature, emotionally integrated social beings.

PSY 140 **2 hours**
Applied Psychology
This is an introduction to practical uses and applications in psychology. Topics covered range from industrial psychology to legal issues.

PSY 170 **1-4 hours**
Selected Topics

PSY 200 **3 hours**
Introduction to Psychology
An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health, and social psychology are considered.

PSY 210 **2 hours**
Ethics in Psychology
A study of various models of ethics with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology.

PSY 240 **3 hours**
Child Psychology
This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc.

PSY 250 **4 hours**
Life Span Development
This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments.

PSY 272 **3 hours**
Research in Psychology
Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. *Prerequisite: 3 hours in psychology.*

PSY 300 **4 hours**
Abnormal Psychology
A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisite: 3 hours in psychology.*

PSY 310 **3 hours**
Integration of Psychology and Christianity
An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. *Prerequisite: 3 hours in psychology.*

PSY 321 **3 hours**
Social Psychology
A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include cooperation and competition, aggression, attitudes and their change, affiliation, and conformity. *Prerequisite: 6 hours in psychology.*

PSY 330 **4 hours**
Statistics and Design in Psychological Research
An introductory course which surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. *Prerequisite: 3 hours in psychology.*

PSY 331 **3 hours**
Biblical Psychology
A survey of biblical teaching on the nature of man, its relationship to emotional problems, and solutions to those emotional problems.

PSY 340 **3 hours**
Adolescent Psychology
This course deals with the problems of adolescence including peer pressure and conformity, adult-adolescent conflicts, problems growing out of cognitive changes, adjustments to physical changes, struggles with identity, etc. Current issues such as drug and alcohol use and teen sexuality are discussed. The focus is on a practical application of research literature with an integration of biblical principles.

PSY 360 **1-4 hours**
Independent Study

PSY 370 **1-4 hours**
Selected Topics

PSY 390 **3 hours**
Christian Marriage
A practical and applied course which integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

PSY 393 **1-4 hours**
Practicum

PSY 400 **3 hours**
Theories of Personality
A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. *Prerequisite: 6 hours in psychology.*

PSY 410 **3 hours**
Motivation
This course is designed to provide the basic theoretical models of motivation (biological, drive, need, social, etc.), as well as to examine some current applications. Areas examined may include business, athletics, academics, and religion. Ethical concerns are included. *Prerequisite: 6 hours in psychology.*

PSY 411 **3 hours**
Learning: Theory and Application
The study of major learning theories and their application to advertising, education, counseling, and daily problems of life. *Prerequisite: 6 hours in psychology.*

PSY 420 **3 hours**
Cognition
The scientific study of the cognitive functions of memory, attention, perception, learning styles, imagery, decision making, problem solving, and metacognition with application for implementing this information. *Prerequisite: 6 hours in psychology.*

PSY 422 **3 hours**
Psychological Testing
A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. *Prerequisite: 6 hours in psychology including PSY 330.*

PSY 441 **3 hours**
Physiological Psychology
A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms which mediate sensation, consciousness, learning, motivation, and emotional behavior. *Prerequisite: 6 hours in psychology.*

PSY 450 **1-4 hours**
Directed Research

PSY 461 **3 hours**
Fundamentals of Counseling
An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. *Prerequisite: 6 hours in psychology including PSY 300.*

PSY 480 **1-4 hours**
Seminar

IAS 493 **4 hours**
Senior Seminar

IAS 499 **1 hour**
Special Study
Teaching Assistant

PUBLIC RELATIONS

See Communication Arts.

RELIGIOUS STUDIES

See Christian Ministries.

SOCIAL WORK

Social work is the professional application of the knowledge of human behavior in the social environment and the use of intervention skills in working with individuals, families, groups, and communities regarding problems of living in modern society.

Social work involves service to all peoples: from young to old, individuals, families, groups, neighborhoods, and especially the disadvantaged in our society, such as people of color, women, the physically and mentally handicapped, and the poor. A variety of practice settings are utilized to reach these people, such as hospitals, child care facilities, public and private social service agencies, public schools, and industries.

Taylor University Upland offers a bachelor of science degree in social work (bachelor of arts degree if language requirements are met). The social work program, which is accredited by the Council on Social Work Education, is designed to prepare students for beginning professional generalist social work practice at the baccalaureate level and for entry into graduate school in social work.

The goal of the presocial work curriculum at Taylor University Fort Wayne is to provide students with eligibility for entrance into the baccalaureate level (BS/BA) social work program on the Upland campus after the second semester of the sophomore year. Entry into the Taylor University Upland social work education program is granted after successful completion of the following: (1) SWK 200, 231, SOC 100, and PSY 200; (2) 30 hours of documented volunteer experience, preferably at a social welfare agency; (3) approval of the student's application by the Social Work Education Comittee. (For more information, see the Taylor University Upland catalog.)

SWK 200 **3 hours**
Explorations in Social Work
An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, values, and

skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. *Open to all who are considering social work as a major.*

SWK 231 **3 hours**
Social Welfare: Historical Perspectives and Development
Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in light of biblical principles. *Prerequisite: SWK 200.*

SOCIOLOGY

It is the goal of the Sociology Department to prepare students for graduate study and to enable them to participate as effective Christians in a variety of social settings ranging from the family and peer groups to churches and large multinational corporations.

Sociology concentrates attention on the basic processes of social interaction which result in human personality and society. The behavior of humans in groups and organized systems such as the family, work, and government is studied. Sociology also looks at the way human behavior is regulated and standardized around major societal values as compared with biblical standards and values.

A minor in sociology consists of 18 hours. SOC 100 or 210, SOC 361, and 12 hours of electives in sociology are required. JUS 342 is allowed as an elective.

SOC 100 **3 hours**
Introduction to Sociology
A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions.

SOC 200 **3 hours**
Cultural Anthropology
An introduction to the principles of cultural anthropology including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies.

SOC 210 **3 hours**
Contemporary Social Problems
An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology.

SOC 220 **3 hours**
Ethnic and Minority Issues
An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States.

SOC 360 **1-4 hours**
Independent Study

SOC 361 **3 hours**
History of Social Thought
Primary emphasis is placed upon the contributions of sociologists since the time of Comte. The writings and concepts of leading sociologists in both Europe and America are studied.

SOC 370 **1-4 hours**
Selected Topics

SOC 381 **3 hours**
Human Sexuality and Family Systems
A study of the present state of family systems in America with an examination of the broader topic of human sexuality as a dynamic pattern of relationships both within and outside of the family. Some multicultural and transcultural variations and trends, sources of strain, and changes over the family life cycle are studied. Biblical principles of sexuality are examined.

SPANISH

See Modern Languages.

URBAN MINISTRIES

See Christian Ministries.

YOUTH MINISTRIES

See Christian Ministries.

INTERAREA STUDIES

Two types of courses are included among these studies. The first listed courses are general in scope and exist apart from any single department. On transcripts and academic schedules these courses are identified with an IAS (Interarea Studies) prefix.

The second listed courses and programs carry an interdisciplinary focus. These courses and programs are directly related to more than one single department or academic field. The courses are identified as broad curricular areas (humanities, natural sciences), as geographical area programs (America, Holy Land, Latin America, Middle East, Russia), or as special focus programs (Los Angeles Film Studies, Daystar University in Kenya). The other programs are the Individual Goal-Oriented Major and the Liberal Arts Associate Degree.

IAS 101 **1 hour**
New Student Orientation
An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management,

interpersonal relationships, career planning, and spiritual growth. *Required of transfer students with 11 or fewer hours and all first-time freshmen. Credit only.*

IAS 110 **3 hours**
Foundations of Christian Thought
An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding which undergird the intellectual growth process at Taylor. *Required of all students. Offered fall semesters.*

IAS 120 **1 hours**
Introduction to International Ministry
An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm.

Students may register for no more than two hours credit from the following courses: IAS 180/280 (Verbal), IAS 180/280 (Math), and IAS 290. Consult the director of the Learning Support Center.

IAS 180/280 **1 hour**
Applied Learning Techniques-Verbal
Emphasis on techniques for the improvement of study skills, listening, and notetaking, reading and comprehension, and test taking skills. Drill and practice in English grammar and composition is written into the individualized student course work upon request of the English department. May be repeated one time. *Pass-fail only.*

IAS 180/280 **1 hour**
Applied Learning Techniques-Math
Emphasis on basic math (fractions, decimals, percents) and algebra. The course includes techniques of solving word problems in these areas. IAS 280 is individualized for the areas of math with which a student particularly needs help. May be repeated one time with a more individualistic approach. *Pass-fail only.*

IAS 252 **1 hour**
Developmental Processes in Leadership
Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions.

IAS 290 **1 hour**
Speed Reading
Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. *Pass-fail only.*

IAS 320 **1 hour**
Cross-Cultural Outreach
IAS 120 is required for this month-long experience of ministry which meets the general education cross-cultural requirement. Additional practicums may be selected in religion, Christian education, elementary education, or music during the field experience. *Offered interterms.*

IAS 352 **1 hour**
Student Development Seminar
Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. *Prerequisite: IAS 252 and/or permission of instructor.*

IAS 492 **1-4 hours**
Integrative Seminar
An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. *Prerequisite: Permission of the instructor.*

IAS 493 **4 hours**
Senior Seminar
Integrates the central purposes of general education with the major area of study. Seniors meet together initially to study broad interdisciplinary issues relating to the development of a Christian worldview and Christian stewardship. Students then meet in departments to integrate Christian philosophical concerns with departmental concerns. *Offered interterms.*

IAS 499 **1 hour**
Special Study
Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition should be accompanied by a description of the student's duties and that the approved petition is to be presented to the Registrar's Office at the time of registration. *Prerequisites: Junior standing, overall gpa of at least 2.6, major gpa of at least 3.0, and permission of the associate dean for academic affairs.*

HUMANITIES

The Humanities Area (HUM) includes curricular offerings in ancient languages, visual arts, communication arts, English, modern languages, music, religion and philosophy.

HUM 230 **4 hours**
Art as Experience
Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is *experiencing* art. Written critiques on selected events are part of the course curriculum. The interterm version of this course requires permission of instructor.

HUM 250 **1 hour**
Participation in the Arts
The participation in the arts requirement can be fulfilled with music ensembles, and private music lessons. *Credit only.*

NATURAL SCIENCE

NAS 240 **4 hours**
Introductory Statistics
A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypotheses, linear regression, and correlation.

INDIVIDUAL GOAL-ORIENTED MAJOR

The individual goal-oriented major program recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study which is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore a student should have some college experience before applying for a goal-oriented major and should not begin the application process prior to the second semester of the sophomore year. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Consultation from literature or an individual within the field of interest is also a prerequisite. Finally, the student should make an appointment to discuss his/her plans with the chair of the goal-oriented major subcommittee. The curriculum management committee will make final approval of the application.

A grade point average of 2.8 or above is required to be admitted into the program. As with all majors a minimum of 128 hours is necessary for graduation, but at least 48 of these hours must be completed after the approval of the application. The application deadline is April 15 of each academic year.

The bachelor of arts degree program requires two years of foreign language and a minimum of 46 hours in the major. A bachelor of science degree in the goal-oriented major requires a minimum of 60 hours in the major including a minimum three-hour practicum. The senior seminar requirement may be fulfilled by choosing the senior seminar offered by either the primary or the secondary area of the major. The required senior comprehensive exam will be a paper that integrates the several components of the major. All general education, degree, and major requirements listed in this catalog must be fulfilled.

Liberal Arts -- Associate Arts Degree

The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be awarded with a BA or BS degree.

A 43-47 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student's choice of area of concentration and three to seven elective hours to total 64 credit hours. Core requirements include BIB 110, 210, ENG 110, HPR 100, 200, HUM 230, IAS 101, 110, REL 313, one communications course, COS 104 or 106, one literature course, one science course, one history course, one social science course, and one cross-cultural course. The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes areas that offer separate AA degrees (business administration and education) and must be approved by the associate dean of general education.

GEOGRAPHICAL AREA (OFF-CAMPUS) PROGRAMS

Students interested in participating in any of these programs should consult with the assistant to the dean and coordinator for international/off-campus programs located on the Taylor University Upland campus.

American Studies Program (ASP)

This semester program in Washington D.C. is offered through the Coalition for Christian Colleges and Universities.

ASP 300 **8 hours**
American Studies Seminar in Washington, D.C.
A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participant students an opportunity to utilize the national capital's unique array of human and organizational resources. The seminars are organized into two five-week public policy units and one four-week foundations study unit. *Applicability to a major must be determined by the department.*

ASP 310 **8 hours**
American Studies Internship in Washington, D.C.
An internship experience for participants in the American Studies Program which challenges each student to integrate faith with practice in a professional setting. *Applicability to a major must be determined by the department.*

Jerusalem University College Studies (JUC)

This semester program in Jerusalem is available to Taylor students through Jerusalem University College *(formerly Institute of Holy Land Studies).*

JUC 300 **1-17 hours**
Holy Land Studies/Israel
Students enrolling in this semester-long program in Bible, geography, history, and archaeology will receive 1-17 hours of credit to be identified on the basis of courses selected when they enroll. *Applicability toward the major, general education, and cross-cultural requirements must be determined in advance by petition or course selection. Permission of the program director is required.*

Latin American Studies (LAS)

This semester program based in San Jose, Costa Rica, is offered through the Coalition for Christian Colleges and Universities. In addition to the language and seminars indicated by course listings, the Latin American Studies Program offers an international business and

marketing concentration and a tropical science and sustainability concentration.

LAS 300 **6 hours**
Latin American Studies Spanish Language Study
Students participating in the Latin American Studies Program study grammar, conversation, and literature in a Spanish class that is determined by the student's level of proficiency.

LAS 310 **6 hours**
Latin American Studies Seminar in Costa Rica
Two interdisciplinary seminar courses help students participating in the Latin American Studies Program learn about and appreciate the Latin American people. A greater understanding of the Latin culture is gained by studying the social, cultural, political, psychological, philosophical, theological, and economic currents that flow through Latin American society. *Applicability to a major must be determined in advance by a petition submitted to the department.*

LAS 393 **4 hours**
Latin American Studies Practicum in Costa Rica
Midway through a Latin American Studies Program students participate in a two-week hands-on service project (unless enrolled in the business or tropical science concentration).

Middle East Studies (MES)

This semester program is available in Cairo, Egypt, through the Coalition for Christian Colleges and Universities.

MES 100 **4 hours**
Introduction of Modern Standard Arabic
A course designed to help students gain an appreciation for the richness of Arabic and a desire to master the intricacies of the language. Emphasis is placed upon acquisition of a basic facility in one of the spoken Arabic dialects. Opportunities for application are included.

MES 310 **4 hours**
Peoples and Cultures of the Middle East
This course seeks to acquaint students with the enormous variety of peoples and cultures found in this area of the world. The Ancient Mesopotamian, Egyptian, Hebrew, and Arab cultures are explored as are the three monotheistic world religions.

MES 312 **4 hours**
Conflict and Change in the Middle East Today
A study of political, economic, and religious transformations that have occurred and are still occurring in the area. Special emphasis is given the Arab-Israeli conflict. The last two weeks are spent in the Holy Land to gain firsthand Jewish and Palestinian perspectives.

MES 322 **4 hours**
Islam in the Modern World
This course introduces students to the challenges and difficulties experienced by Muslims seeking to relate to and participate in the modern world. Also dealt with is the role of women in society and the enforcement of moral and ethical codes of conduct upon all resident populaces.

Russian Studies Program (RSP)

This semester program in Russia is offered through the Coalition for Christian Colleges and Universities. *Applicability to a major must be determined in advance by the department.*

RSP 100 **6 hours**
Introduction to the Russian Language
Designed for beginning and intermediate students in the Russian language, this course has as a starting requirement familiarity with the Cyrillic alphabet which may be achieved through study materials provided by the program. While the primary focus of the course is on conversational Russian, other goals include the equipping of students to be comfortable with basic reading and writing in Russian. Times of total immersion in the language equip students to converse in Russian both in and out of the classroom. Contact with Russian students, particularly in Nizhni Novgorod, facilitates language acquisition.

RSP 310 **4 hours**
Russian History and Culture
Using the resources of Moscow, St. Petersburg, and Nizhni Novgorod, students are introduced to 19th and 20th century Russia. This five-week course combines lectures with excursions to significant sites. After the first two weeks in Moscow and the cities of the "Golden Ring," the course is continued for three additional weeks in Nizhni Novgorod, the major city of the Volga Region. The seminar is designed and taught by the program director and uses guest lectures by Russian experts.

RSP 311 **4 hours**
Post-Communist Russia in Transition
After a foundation is laid through the first seminar, students at midsemester focus on contemporary Russia and her struggle with rebuilding society following the collapse of Communism. This five-week course also combines lectures with excursions to significant sites and briefings by public policy representatives. The course begins in Nizhni Novgorod where students are introduced to the complexities of economic transition from a centrally planned to a free market economy. They study efforts to build democratic institutions in Russia and analzye the role of Russia's churches. The concluding three weeks of classes are in St. Petersburg where students meet with Russian leaders from the worlds of business, politics, education and religion.

RSP 393 **2 hours**
Practicum
The hands-on service project experience occurs during weeks 13-15 of the semester after the students have developed sufficient facility in the Russian language. Students are required to spend eight hours per day working as interns in various community projects, church organizations, business enterprises, or schools in St. Petersburg.

SPECIAL FOCUS (OFF-CAMPUS) PROGRAMS

Christian Center for Urban Studies (CCUS)

This urban semester program in Chicago is available to Taylor students through the Christian Center for Urban Studies, an education arm of Olive Branch Mission. *Applicability to a major must be determined in advance by the department.*

CUS 200/300 **3 hours**
The Chicago Experience
An introduction to city neighborhoods, public transportation, urban issues and Christian responses. A project will be developed to explore topics related to the student's interest and field of study. *Offered semesters.*

CUS 210/310 **4 hours**
The City From a Christian Perspective
A survey of the city from biblical, historical, sociological, political, anthropological, and ministry perspectives will be used to aid students in developing a biblical theology and Christian response to the city. *Satisfies cross-cultural requirement. Offered January interterm.*

CUS 220/320 **4 hours**
The City From a Multicultural Perspective
An introduction to city life, cultures, neighborhoods, and churches. Students survey the city through participant-observations, readings, presentations, internship, and public transportation. Methods include journals, discussions, and case studies. *Satisfies cross-cultural requirement. Offered June session.*

CUS 230 **4 hours**
Chicago Arts Seminar
A survey of art experiences and expressions in Chicago, including the formulation of a Christian response to the arts. *Offered semesters.*

CUS 310 **3 hours**
Urban Anthropology and Mission
An application of anthropological insights to ministry with people in modern cities. Issues of human behavior will be examined through participant-observation, quantitative research, and field trips. *Offered semesters.*

CUS 320 **3 hours**
Community, Culture, and Christian Leadership
An integration of the principles and practice of Christian leadership for cross-cultural ministry in a Chicago setting. Major issues of leadership will be examined to develop personal skills and organizational strategies for leadership and community development. *Offered semesters.*

CUS 393 **4 hours**
Internship
A hands-on experience to enhance academic knowledge in one's major field or for exposure to a ministry or people group. A large selection of professional, cross-cultural, and service internships are available. Credit involves reports and final evaluations from supervisor and four meetings with internship coordinator. *Credit is based on 1 hour credit for each 40 hours of supervised internship. Offered semesters.*

Daystar University, Kenya

The Christian College Consortium offers selected Consortium students the opportunity to spend a semester at Daystar University in Nairobi, Kenya. Up to sixteen hours of academic credit may be earned while immersed in the radically different culture of East Africa. *Applicability to a major must be determined by the department.*

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is a semester program of the Coalition for Christian Colleges and Universities. *Applicability to a major must be determined in advance by the department.*

FSC 310 **3 hours**
Introduction to Filmmaking
An introduction to the theory and practice of motion picture filmmaking. Topics to include filmmaking equipment; converting ideas to images; the filmmaking process; and the use of lighting, editing, and sound in film. Students make several short Super 8 mm films.

FSC 311 **3 hours**
Inside Hollywood: The Work and Workings of the Film Industry
An examination of the creative and operational aspects of the film business. Class discussion will provide a Christian perspective on issues raised by guest presenters and will probe the common personal, professional, and public ethical issues that function within the entertainment business.

FSC 320 **4 hours**
Film in Culture: Exploring A Christian Perspective on the Nature and Influence of Film
A survey of film and the film industry that highlights film's influence on, and reflection of, American culture during the late 19th and 20th centuries, with a particular emphasis on Christian perspectives of culture.

FSC 492 **6 hours**
Internship
A non-paying internship in some aspect of the Hollywood film or television industry as arranged by the LAFSC. The internship is to serve as a laboratory that provides students real-life exposure to the industry.

UNIVERSITY PERSONNEL

BOARD OF TRUSTEES

G. Roselyn Kerlin, *Chair*; **Paul Robbins**, *Vice Chair*; **James H. Wood**, *Secretary*;
Paul Zurcher, *Treasurer*; **Roger E. Beaverson**, *Assistant Treasurer for Endowments*

BOARD MEMBERS

Jay Kesler
President, Taylor University
Upland, Indiana

Term expires 1996:

Joseph D. Brain
Drinker Professor of Environmental Physiology,
Harvard University School of Public Health
Boston, Massachusetts

Roger E. Beaverson
Certified Public Accountant
Indianapolis, Indiana

Kenneth Flanigan
Managing Partner, St. Charles Building Partners and Director of Stewardship,
The Evangelical Alliance Mission
Carol Stream, Illinois

J. Paul Gentile
Physician
Fort Wayne, Indiana

Carl W. Hassel
Consultant
Farmington Hills, Michigan

Arthur K. Muselman
President, E P Graphics
Berne, Indiana

Fred S. Stockinger
Cardiovascular Surgeon
Idaho Falls, Idaho

Term expires 1997:

LaRita R. Boren
Vice President, Avis Industrial Corporation
Upland, Indiana

Beverly Jacobus Brightly
Senior Program Associate
U.S. Department of Education
Washington D.C.

Theodore F. Brolund
President, W.A. Whitney Co.
Rockford, Illinois

Marta Gabre-Tsadick
President/I.T.G. Commercial Trading,
Executive Director/PROJECT MERCY,
Vice President/Hel Mar
Fort Wayne, Indiana

John R. Horne
Chief Executive Officer and Chairman of the Board
Navistar International Transportation Corporation
Chicago, Illinois

V. Donald Jacobsen
Consultant
Atlanta, Georgia

Carl W. Moellering
President, Moellering Management Company, Inc.
Fort Wayne, Indiana

Richard Russell
President, Russell Homes, Inc.
General Contractors and Land Developers,
Grosse Pointe Farms, Michigan

James H. Woods
General and Vascular Surgery, S.C.
Milwaukee, Wisconsin

Term expires 1998:

R. David Boyer
Attorney at Law, Helmke Beams Boyer & Wagner
Fort Wayne, Indiana

Richard W. Gygi
President, CPS Corporation
Franklin, Tennessee

Jerry Horne
Chief Executive Officer, Manpower Temporary Services of Western Michigan
Holland, Michigan

G. Roselyn Kerlin
Christian Laywoman
Danville, Indiana

William E. Pannell
Arthur DeKruyter/Christ Church Oak Brook Professor of Preaching and Practical Theology/Dean of Chapel
Fuller Theological Seminary
Pasadena, California

Paul D. Robbins
Executive Vice President and Chief Operating Officer
Christianity Today, Inc.
Carol Stream, Illinois

Paul A. Steiner
Chairman of the Board, Brotherhood Mutual Insurance Company
Fort Wayne, Indiana

Paul Zurcher
President, Zurcher's Tire, Inc.
Monroe, Indiana

Council of Trustees Emeriti

Ted W. Engstrom
President Emeritus, World Vision
Pasadena, California

Lester C. Gerig
Retired Chairman and President
Mutual Security Life Insurance Co.
Fort Wayne, Indiana

Robert C. Gilkison
President, Kahn Brothers Investment
Alexandria, Virginia

Richard W. Halfast
Retired Surgeon
Rochester, Indiana

John O. Hershey
Retired Chairman of Board and President, Milton Hershey School
Mechanicsburg, Pennsylvania

John McDougall
Retired Executive Vice President and Director, Ford Motor Company, International Consultant
Bloomfield Hills, Michigan

L. Marshall Welch
President, L.M. Welch & Associates, Inc.
Sedona, Arizona

Paul W. Wills
Chairman, Toledo World Terminals
Richfield, Ohio

Samuel F. Wolgemuth
President Emeritus,
Youth for Christ International,
Englewood, Colorado

ADMINISTRATION

Office of the President

Jay Kesler
President

Daryl R. Yost
Provost/Executive Vice President

Vice Presidents

Robert D. Hodge
Vice President for Planning and Information Resources

Dwight Jessup
Vice President for Academic Affairs and Dean of the University

Wynn A. Lembright
Vice President for Student Development and Services

Robert W. Nienhuis
Vice President for the Fort Wayne Campus

Gene L. Rupp
Vice President for Development

Allan J. Smith
Vice President for Business and Finance

Associate Vice Presidents

Stephen S. Bedi
Associate Vice President for Academic Affairs and Dean of Curriculum and Instruction

Walter E. Campbell
Associate Vice President for Student Development

George A. Glass
Associate Vice President for Alumni Relations

Ronald B. Sutherland
Associate Vice President/Controller

Academic Administration

Dwight Jessup
Vice President for Academic Affairs and Dean of the University

Rebecca S. Moore
Assistant to the Dean of the University and Coordinator for International/Off-Campus Programs

Stephen S. Bedi
Associate Vice President for Academic Affairs and Dean of Curriculum and Instruction

Ronald M. Sloan
Associate Dean for Academic Affairs (TUFW)

Stephen J. Resch
Associate Dean for Lifelong Learning (TUFW)

Barbara E. Davenport
Registrar

James Hendrix
Associate Registrar (TUFW)

Division of Business

Christopher Bennett
Associate Dean and Chair, Business, Accounting, and Economics Department

Robert Aldridge(TUFW)
Business, Accounting, and Economics Department

Division of Education

Donald Taylor
Associate Dean

Joan Kitterman
Chair, Education Department

Lois Webster (TUFW)
Education Department

Donald Taylor
Chair, Department of Health, Physical Education, and Recreation

Bruce Pratt (TUFW)
Department of Health, Physical Education, and Recreation

Division of Fine and Applied Arts

Jessica Rousselow
Associate Dean

Albert Harrison
Chair, Music Department

Jay Platte (TUFW)
Music Department

Dale Jackson
Chair, Communication Arts Department

Mark Vermilion (TUFW)
Communication Arts Department

Lon Kaufmann
Chair, Visual Arts Department

Division of General Studies and Academic Support

Winfried Corduan
Associate Dean for General Education

Wava Bueschlen (TUFW)
Director of Library

Sonja Strahm (TUFW)
Director of Learning Support Center

Division of Letters

Robert Pitts
Associate Dean

Douglas Barcalow (TUFW)
Chair, Christian Ministries Department

Wesley Gerig (TUFW)
Biblical Studies

Douglas Barcalow (TUFW)
Christian Education

Jay Platte (TUFW)
Music Ministries

David Biberstein (TUFW)
Pastoral Ministries

Richard Gray (TUFW)
Urban and Youth Ministries

Roger Ringenberg (TUFW)
Cross Cultural Ministries

William Fry
Chair, English Department

Pam Jordan (TUFW)
English Department

Paul House
Chair, Bibical Studies, Christian Education, and Philosophy Department

Janet Loy
Chair, Modern Languages Department

Rita Koch (TUFW)
Modern Languages Department

Division of Natural Sciences

Stanley Burden
Associate Dean

Timothy Burkholder
Chair, Biology Department

John Schutt (TUFW)
Biology Department

Timothy Diller
Chair, Computing and System Sciences Department

William Klinger
Chair, Mathematics Department

Gary Bard (TUFW)
Math and Computing and System Sciences Departments

Division of Social Sciences

R. Philip Loy
Associate Dean

William Ringenberg
Chair, History Department

Jim Saddington (TUFW)
History Department

Ronald Powell (TUFW)
Chair, Justice Education

Joe Lund
Chair, Psychology Department

C. Joseph Martin (TUFW)
Psychology Department

FACULTY

Faculty of Instruction
The year appearing immediately after each name indicates the first year of full-time service at Taylor.

Robert E. Aldridge, 1996.
Assistant Professor of Business. BA, University of Colorado, 1990; MBA, University of Colorado, 1991.

Douglas A. Barcalow, 1983.
Professor of Christian Education. BA, Fort Wayne Bible College, 1971; MA, Trinity Evangelical Divinity School, 1976; EdD, Northern Illinois University, 1986.

Gary G. Bard, 1994.
Assistant Professor of Mathematics and Computing and System Sciences. BA, University of Northern Iowa, 1975; MA, Iowa State University, 1976; PhD, Iowa State University, 1982.

Marc W. Barnes, 1992.
Associate Professor of Psychology. BA, University of Nebraska, 1981; MPE, University of Nebraska, 1984; PhD, University of Nebraska, 1988.

W. Thomas Beckner, 1995.
Associate Professor of English. BA, Milligan College, 1974; MA, Kent State University, 1979; MS, Georgia State University, 1984; PhD, University of Tennessee, 1994.

Stephen S. Bedi, 1991.
Associate Vice President for Academic Affairs and Dean of Curriculum and Instruction; Professor of Education. BS, Taylor University 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

David D. Biberstein, 1982.
Professor of Pastoral Ministries. BA, Fort Wayne Bible College, 1966; MDiv, Trinity Evangelical Divinity School, 1970; DMin, Trinity Evangelical Divinity School, 1990.

Arlan J. Birkey, 1968.
Associate Professor of Greek. BA, Fort Wayne Bible College, 1963; ThB, Fort Wayne Bible College, 1964; MDiv, Fuller Theological Seminary, 1967; additional graduate studies, Concordia Theological Seminary.

Wava M. Bueschlen, 1964.
Director of Library and Associate Professor. BS, Fort Wayne Bible College, 1975; MS, Indiana University, 1977.

Wesley L. Gerig, 1957.
Professor of Bible. BA, Fort Wayne Bible College, 1951; MDiv, Fuller Theological Seminary, 1954; ThM, Fuller Theological Seminary, 1956; PhD, University of Iowa, 1965.

Richard L. Gray, 1994.
Assistant Professor of Christian Ministries. BS, Anderson University, 1974; MDiv, Fuller Theological Seminary, 1986; ThM, Fuller Theological Seminary, 1991; PhD, Fuller Theological Seminary, 1994.

James C. Hendrix, 1993.
Associate Registrar and Assistant Professor. BS, Indiana State University, 1977; MS, Indiana State University, 1980; PhD, Southern Illinois University, 1992.

Dwight Jessup, 1993.
Vice President for Academic Affairs and Dean of the University and Professor of History and Political Science. BA, Bethel College (MN), 1960; MA, University of Minnesota, 1965; PhD, University of Minnesota, 1978.

Joseph Jones, 1995.
Associate Professor of Justice Education. BA, Colby College, 1975; MS, Oklahoma State University, 1978; PhD, University at Albany, 1995.

Pamela L. Jordan, 1992.
Assistant Professor of English. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1992; additional graduate studies, Ball State University.

Jay Kesler, 1985.
President and Professor. BA, Taylor University, 1958; LHD, Taylor University, 1982; DD, Asbury Theological Seminary, 1984; HHD, Huntington College, 1983; DD, Barrington College, 1977; LHD, John Brown University, 1987.

Rita D. Koch, 1992.
Instructor of Spanish. BA, Grace College, 1966; MA, Ball State University, 1992; additional graduate studies, Purdue University.

C. Joseph Martin, 1990.
Associate Professor of Psychology. BA, Bethel College (IN), 1957; BD, Goshen College Bible Seminary, 1960; MRE, Goshen College Bible Seminary, 1965; MA, Saint Mary's College, 1968; DMin, Union Theological Seminary, 1974; additional graduate studies, Andrews University.

Hadley T. Mitchell, 1993.
Assistant Professor of Economics. BA, Houghton College, 1969; MBA, University of Colorado, 1975; MAR, Westminister Theological Seminary, 1980; MA, Villanova University, 1984; PhD, University of Tennessee, 1993.

Rebecca S. Moore, 1990.
Assistant to the Dean of the University and Instructor of Education. BS, Taylor University, 1966; MA, Ball State University, 1973.

Robert W. Nienhuis, 1993.
Vice President for the Fort Wayne Campus and Assistant Professor of Adult and Continuing Education. BA, Hope College, 1971; MDiv, Trinity Evangelical Divinity School, 1977; ThM, Trinity Evangelical Divinity School, 1987; PhD, Michigan State University, 1992.

Jay D. Platte, 1968.
Director of Community School of the Arts and Professor of Music. BME, Fort Wayne Bible College, 1969; MA, Ball State University, 1971; DA, Ball State University, 1981.

Ronald L. Powell, 1993.
Associate Professor of Justice Education. BA, David Lipscomb, 1962; MA, Harding Graduate School, 1967; PhD, University of Georgia, 1972.

Bruce A. Pratt, 1992.
Assistant Professor of Health, Physical Edcuation, and Recreation. BS, Taylor University, 1974; MA, Ball State University, 1978; additional graduate studies, Ball State University.

Stephen J. Resch, 1992.
Associate Dean of Lifelong Learning. AA, Pensacola Junior College, 1973; BA, Purdue University, 1979; MA, Purdue University, 1982; MS, Purdue University, 1984; additional graduate studies, Nova University.

Roger W. Ringenberg, 1983.
Associate Professor of Missions. BA, Fort Wayne Bible College, 1969; MDiv, Trinity Evangelical Divinity School, 1973; ThM, Grace Theological Seminary, 1982; DMiss, Trinity Evangelical Divinity School, 1992.

James A. Saddington, 1983.
Associate Professor of History. BS, Philadelphia College of Bible, 1970; BA, Temple University, 1971; MA, Temple University, 1972; MA, Montclair State College, 1984; additional graduate studies, Bowling Green State University.

John R. Schutt, 1988.
Associate Professor of Biology. BA, Western Maryland College, 1976; MS, University of Tennessee, 1982; PhD, University of Tennessee, 1985.

Ruth E. Silvers, 1992.
Technical Services Librarian and Assistant Professor. AA, Edison State Community College, 1978; BS, Miami University, 1980; MLS, Indiana University, 1985.

Ronald M. Sloan, 1981.
Associate Dean for Academic Affairs (TUFW) and Professor of Music. BM, University of Toledo, 1976; MM, University of Louisville, 1978; DMA, University of Arizona, 1980.

Michael R. Smith, 1996.
Associate Professor of Communication Arts. AA, Prince George's Community College, 1975; BS, Maryland University, 1978; MS, Shippensburg University, 1986; additional graduate studies, Regent University.

Sonja S. Strahm, 1977.
Director of Learning Support Center and Associate Professor. BA, Taylor University, 1966; MS, Saint Francis College, 1969; MA, Ball State University, 1989; additional graduate studies, Appalachian State University.

Michael D. Van Huisen, 1985.
Reference Librarian and Assistant Professor. BS, Bryan College, 1973; MSLS, University of Tennessee, 1979.

Mark A. Vermilion, 1993.
Director of Public Relations Studies and Instructor of Public Relations. BS, Indiana Wesleyan University, 1985; MA, Regent University, 1995.

Lois P. Webster, 1995.
Associate Professor of Education. BA, North Carolina State University, 1970; MAT, Indiana University, 1970; MA, San Francisco State University, 1980; PhD, Indiana University, 1988.

Daryl R. Yost, 1983.
Provost/Executive Vice President and Professor of Education. BS, Manchester College, 1958; MA, Ball State University, 1962; EdD, Ball State University, 1969.

Student Development and Other Faculty

Brent A. Baker, 1995.
Dean of Students. BA, Anderson University, 1985; MA, Ball State University, 1992.

Richard H. Baxter, 1969.
Director of Student Ministries, Career Development, and Summer Conferences and Associate Professor. BS, Fort Wayne Bible College, 1970; MS, Saint Francis College, 1977.

William D. Gerig, 1982.
Director of Alumni/Church Relations and Assistant Professor. BS, Wheaton College, 1959; BS, Fort Wayne Bible College, 1961; MA, Trinity Evangelical Divinity School, 1973.

Marvin (Bud) Hamilton, 1990.
Athletic Director and Chaplain and Assistant Professor. BA, Taylor University, 1968; BA, Florida Bible College, 1971; MAR, Liberty University, 1990.

Heather Y. Zenk St. Peters, 1994.
Director of Institute of Correspondence Studies and Instructor of Political Science and Communication Arts. BA, Illinois Wesleyan University, 1991; MS, Illinois State University, 1994; MS, Illinois State University, 1994.

Emeriti Faculty

Eunice J. Conrad
Associate Professor of English, 1957-1995

Edith Ehlke
Professor of English Emeritus, 1946-1991

Cyril Eicher
Professor of Pastoral Ministries Emeritus, 1950-1978

Joy M. Gerig
Former Director of Christian Service and Associate Professor Emeritus, 1959-1989

Ira Gerig
Professor of Music Emeritus, 1953-1980

Ted Nickel
Professor of Education Emeritus, 1962-1986

Contract Personnel

James Beard
Campus Visitation Coordinator

Charles Belknap
Information Resource Coordinator

Mark Burritt
Director of Accounting Services and Bookstore

Ruth Ann Fear
Coordinator of Office Systems

Ronald Flack
Information Center Technician

Donald Hamm
Director of Personnel/Physical Plant

Sherri Harter
Director of University Relations

Kim Barnett Johnson
Director of Financial Aid

Corey Laster
Schultz Hall Residence Director

Dennis Norman
Maintenance Supervisor/Electrician

Pat Patterson
Communications Center Coordinator

Lisa Paul
Assistant to University Relations

Teresa Reimschisel
Director of Admissions

Miriam Rose
Coordinator of Instructional Materials Center

Caroline Simmons
Administrative Assistant to Vice President for the Fort Wayne Campus

Keith Suttle
Admissions Counselor

Joseph Updegrove
Director of Development

Fort Wayne National Alumni Council 1995-96

Carl Sovine '69, President
Fort Wayne, Indiana

Richard Baxter '70, Recording Secretary
Fort Wayne, Indiana

Arlan Birkey '64
Fort Wayne, Indiana

Cyril Eicher '32
Fort Wayne, Indiana

Tim Everly '95
Fort Wayne, Indiana

Joy Gerig '52 and '66
Fort Wayne, Indiana

Dan Herr '84 and '89
Fort Wayne, Indiana

Susie Laymon Jones '71
Fort Wayne, Indiana

Matthew Level '93
Fort Wayne, Indiana

Tammy Lugar '94
Keystone, Indiana

Lois Haycock McKuhen '68
Indianapolis, Indiana

Corinne Mahorney '96
Fort Wayne, Indiana

Verlin Rice '73
Fort Wayne, Indiana

Violet Egly Ringenberg '45
Woodburn, Indiana

Evelyne Schmidt '60
Fort Wayne, Indiana

TUFW Parents' Cabinet 1995-96

Ron Eickhorst, President

Mr. and Mrs. Gregory Arnett
Claypool, Indiana

Mr. and Mrs. Joe Davis
Indianapolis, Indiana

Mr. and Mrs. Fred Dryden
Des Plaines, Illinois

Mr. and Mrs. Ron Eickhorst
Fort Wayne, Indiana

Mr. and Mrs. Paul Koepper
Indianapolis, Indiana

Mr. and Mrs. Ric Mathew
Gregory, Michigan

Mr. and Mrs. William Miretti
Cromwell, Indiana

Mr. and Mrs. John Walcott
Columbus, Wisconsin

CELEBRATING 150 YEARS: THE SPIRIT

Just who was Sammy Morris? Sammy (or Kaboo, his native name) was born in 1873, the son of a chieftain of the Kru nation in the village of Po River in southern Liberia. An enemy army, probably of the Grebo clans, took him captive in a tribal war when he was a child. After a period of captivity, the young lad escaped into the woods and traveled a great distance by foot until he came to a plantation on the Liberian coast. During the period of his employment on this plantation, he experienced Christian conversion under the influence of a Miss Knolls, a former student at Fort Wayne College. While this missionary lady was tutoring Sammy in his new faith, he expressed a desire to become a preacher to his own people.

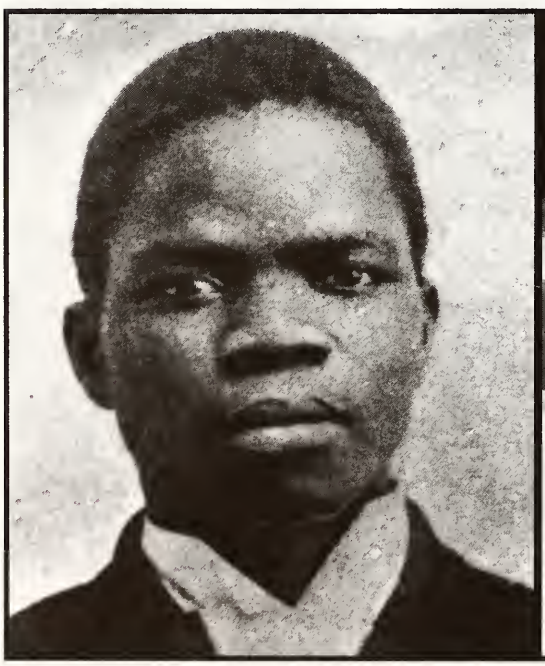
Meanwhile, Sammy met another missionary, Miss Lizzie MacNeil, who had recently come from New York. She had come to Africa under the sponsorship of Bishop Taylor's African Mission, and had gained much of her religious philosophy from the secretary of Taylor's mission, Rev. Stephen Merritt of New York City. She had absorbed Merritt's teaching on the Holy Spirit and in turn passed it on to her young African pupil. When Sammy sailed for America, he expressed as much interest in learning more about the Holy Spirit as he did in finding a school that would better prepare him to preach to his people.

After Sammy arrived in New York and stayed with Stephen Merritt, Merritt began to look for a school that Sammy could attend. Merritt conferred with Ross Taylor, one of the Bishop's four sons, and they decided to write to the school in Fort Wayne to see whether the officials there would admit Sammy. President Reade agreed to accept Sammy, and he enrolled in the middle of the 1891-92 school year. The student roster for that year listed Sammy Morris as an "irregular student," and later as a "Biblical student."

Sammy's illness and death came during the last semester of classes held in Fort Wayne. Death, apparently from pneumonia, came in May, 1893, and his funeral was in the First Methodist Church, the place where he had regularly worshipped. Reade described the funeral as "one of the largest . . . I have ever witnessed in the city of Fort Wayne." Mourners completely filled the church, and hundreds more congregated just outside the doors.

Sammy's spiritual influence became even greater in death than it had been in life. Reade's biography of the life of Sammy Morris sold over 200,000 copies by 1924. Reade wrote the Morris story primarily to inspire Christians and convert sinners; however, the book also brought many students to the school, which had transferred from Ft. Wayne to Upland. The profits from the sale of the book largely paid for the original Sammy Morris dormitory on the Taylor University Upland campus. The proceeds from the book also went into a student aid fund to assist children of ministers, ministerial candidates, and foreign students (William Ringenberg).

So who was Sammy Morris? He was more than a student and more than a symbol. He was an expression of what Taylor University was and is today.



COLLEGE CALENDAR 1996-97 ACADEMIC YEAR

Fall Term 1996

August 28-30, Wednesday-Friday	Colleagues' College (Faculty)
August 30 - September 2, Friday-Monday	Welcome Weekend (New Student Orientation)
September 3, Tuesday	Classes begin
September 9-13, Monday-Friday	Spiritual Renewal Week
October 4, Friday	Campus Visitation Day
October 5-6, Saturday-Sunday	Family Weekend
October 18, Friday	Fall break
October 25, Friday	Midterm grades due
November 1, Friday	Campus Visitation Day
November 4-8, Monday-Friday	World Opportunities Week
November 27, Wednesday, 12:00 p.m.	Thanksgiving holiday
December 2, Monday, 12:00 p.m.	Classes resume
December 16-19, Monday-Thursday	Evaluation Week

Interterm 1997

January 6, Monday	Interterm begins
January 20, Monday	Martin Luther King, Jr. Day
January 29, Wednesday	Interterm ends after last class

Spring Term 1997

February 3, Monday	Classes begin
February 10-14, Monday-Friday	Spiritual Renewal Week
March 14, Friday	Campus Visitation Day
March 21, Friday	Midterm grades due
March 21, Friday	Spring vacation begins after last class
April 1, Tuesday	Classes resume
April 18, Friday	Campus Visitation Day
May 19-22, Monday-Thursday	Evaluation Week
May 24, Saturday, 3:00 p.m.	Commencement Ceremony

Summer Session I, 1997

May 28 - June 20	Summer Session I
May 28, Wednesday	Classes begin
June 20, Friday	Classes end

Summer Session II, 1997

June 23 - July 25	Summer Session II
June 23, Monday	Classes begin
June 27-28, Friday-Saturday	Summer Orientation/Fall Registration
July 4, Friday, Independence Day	No classes
July 25-26, Friday-Saturday	Summer Orientation/Fall Registration
July 25, Friday	Summer Session ends

COLLEGE CALENDAR 1997-98 ACADEMIC YEAR

Fall Term 1997

August 27-29, Wednesday-Friday	Colleagues' College (Faculty)
August 29 - September 1, Friday-Monday	Welcome Weekend (New Student Orientation)
September 2, Tuesday	Classes begin
September 8-12, Monday-Friday	Spiritual Renewal Week
September 27-28, Saturday-Sunday	Family Weekend
October 3, Friday	Campus Visitation Day
October 17, Friday	Fall break
October 24, Friday	Midterm grades due
November 3-7, Monday-Friday	World Opportunities Week
November 7, Friday	Campus Visitation Day
November 26, Wednesday, 12:00 p.m.	Thanksgiving holiday
December 1, Monday, 12:00 p.m.	Classes resume
December 15-18, Monday-Thursday	Evaluation Week

Interterm 1998

January 5, Monday	Interterm begins
January 19, Monday	Martin Luther King, Jr. Day
January 28, Wednesday	Interterm ends after last class

Spring Term 1998

February 2, Friday	Classes begin
February 9-13, Monday-Friday	Spiritual Renewal Week
March 13, Friday	Campus Visitation Day
March 20, Friday	Midterm grades due
March 20, Friday	Spring vacation begins after last class
March 30, Monday	Classes resume
April 9, Thursday	Easter break begins after last class
April 14, Tuesday	Classes resume
April 17, Friday	Campus Visitation Day
May 18-21, Monday-Thursday	Evaluation Week
May 23, Saturday, 3:00 p.m.	Commencement Ceremony

Summer Session I, 1998

May 27 - June 19	Summer Session I
May 27, Wednesday	Classes begin
June 19, Friday	Classes end

Summer Session II, 1998

June 22 - July 24	Summer Session II
June 22, Monday	Classes begin
June 26-27, Friday-Saturday	Summer Orientation/Fall Registration
July 3, Friday, Independence Day	No classes
July 24, Friday	Classes end
July 24-25, Friday-Saturday	Summer Orientation/Fall Registration

COLLEGE CALENDAR 1998-99 ACADEMIC YEAR

Fall Term 1988

August 26-28, Wednesday-Friday	Colleagues' College (Faculty)
August 28-31, Friday-Monday	Welcome Weekend (New Student Orientation)
September 1, Tuesday	Classes begin
September 7, Monday, Labor Day	No classes; classes resume at 5:00 p.m.
September 14-18, Monday-Friday	Spiritual Renewal Week
September 26-27, Saturday-Sunday	Family Weekend
October 2, Friday	Campus Visitation Day
October 23, Friday	Midterm grades due
October 23, Friday	Fall break
November 2-6, Monday-Friday	World Opportunities Week
November 6, Friday	Campus Visitation Day
November 25, Wednesday, 12:00 p.m.	Thanksgiving holiday
November 30, Monday, 12:00 p.m.	Classes resume
December 14-17, Monday-Thursday	Evaluation Week

Interterm 1999

January 4, Monday	Interterm begins
January 18, Monday	Martin Luther King, Jr. Day
January 27, Wednesday	Interterm ends after last class

Spring Term 1999

February 1, Monday	Classes begin
February 8-12, Monday-Friday	Spiritual Renewal Week
March 12, Friday	Campus Visitation Day
March 26, Friday	Spring Vacation begins after last class
April 6, Tuesday	Classes resume
April 16, Friday	Campus Visitation Day
May 17-20, Monday-Thursday	Evaluation Week
May 22, Saturday, 3:00 p.m.	Commencement Ceremony

Summer Session I, 1999

May 25-June 18	Summer Session I
May 25, Tuesday	Classes begin
May 31, Monday, Memorial Day	No classes
June 18, Friday	Classes end after last class

Summer Session II, 1999

June 21 - July 23	Summer Session II
June 21, Monday	Classes begin
June 25-26, Friday-Saturday	Summer Orientation/Fall Registration
July 5, Monday, Independence Day	No classes
July 23, Friday	Classes end after last class
July 23-24, Friday-Saturday	Summer Orientation/Fall Registration

COLLEGE CALENDAR 1999-2000 ACADEMIC YEAR

Fall Term 1999

August 25-27, Wednesday-Friday	Colleagues' College
August 27-30, Friday-Monday	Welcome Weekend (New Student Orientation)
August 31, Tuesday	Classes begin
September 6, Monday	No day classes; classes resume at 5:00 p.m.
September 13-17, Monday-Friday	Spiritual Renewal Week
September 25-26, Saturday-Sunday	Family Weekend
October 1, Friday	Campus Visitation Day
October 22, Friday	Midterm grades due
October 22, Friday	Fall break
November 1-5, Monday-Friday	World Opportunities Week
November 5, Friday	Campus Visitation Day
November 24, Wednesday, 12:00 p.m.	Thanksgiving holiday
November 29, Monday, 12:00 p.m.	Classes resume
December 13-16, Monday-Thursday	Evaluation Week

Interterm 2000

January 3, Monday	Interterm begins
January 17, Monday	Martin Luther King, Jr. Day
January 26, Wednesday	Interterm ends after last class

Spring Term 2000

January 31, Monday	Classes begin
February 7-11, Monday-Friday	Spiritual Renewal Week
March 17, Friday	Campus Visitation Day
March 24, Friday	Midterm grades due
March 24, Friday	Spring Vacation begins after last class
April 3, Monday	Classes resume
April 14, Friday	Campus Visitation Day
April 20, Thursday	Easter break begins after last class
April 25, Tuesday	Classes resume
May 15-18, Monday-Thursday	Evaluation Week
May 20, Saturday, 3:00 p.m.	Commencement Ceremony

INFORMATION DIRECTORY

The Office of the President of the University administers the total program of the institution and will receive inquiries. In addition, the administration, faculty, and staff of Taylor University are available to assist with questions relevant to particular areas of responsibility.

Inquiries on the following subjects may be addressed to the offices indicated:

Academic Information: academic grievances, calendar, curriculum, faculty, and scheduling of classes—registrar, associate dean for academic affairs, or vice president for academic affairs

Admissions: applications, campus visits, catalogs, and descriptive literature—director of admissions

Business Matters: fees, payment procedures—Business Office/supervisor of student accounts

Christian Life: chapel, convocations, spiritual emphasis, Taylor World Outreach—dean of students, chaplain, or student ministry coordinator

Conference and Visitors Bureau: retreats, band camps, conferences, meetings—conference coordinator

Counseling: various counseling services—dean of students

Development: alumni relations (Taylor Clubs, alumni publications, homecoming activities), estate planning, fund raising, public relations, university publications--director of development or director of university relations

Faculty Speakers: academic topics, pulpit supply —Church Relations

Registration and Transcripts: academic petitions, grade reports, faculty advising, transcripts, transfer credit—registrar

Student Insurance: —director of auxiliary services

Student Life: activities, campus safety, clubs, counseling, health services, housing, orientation, leadership opportunities and career development—dean of students

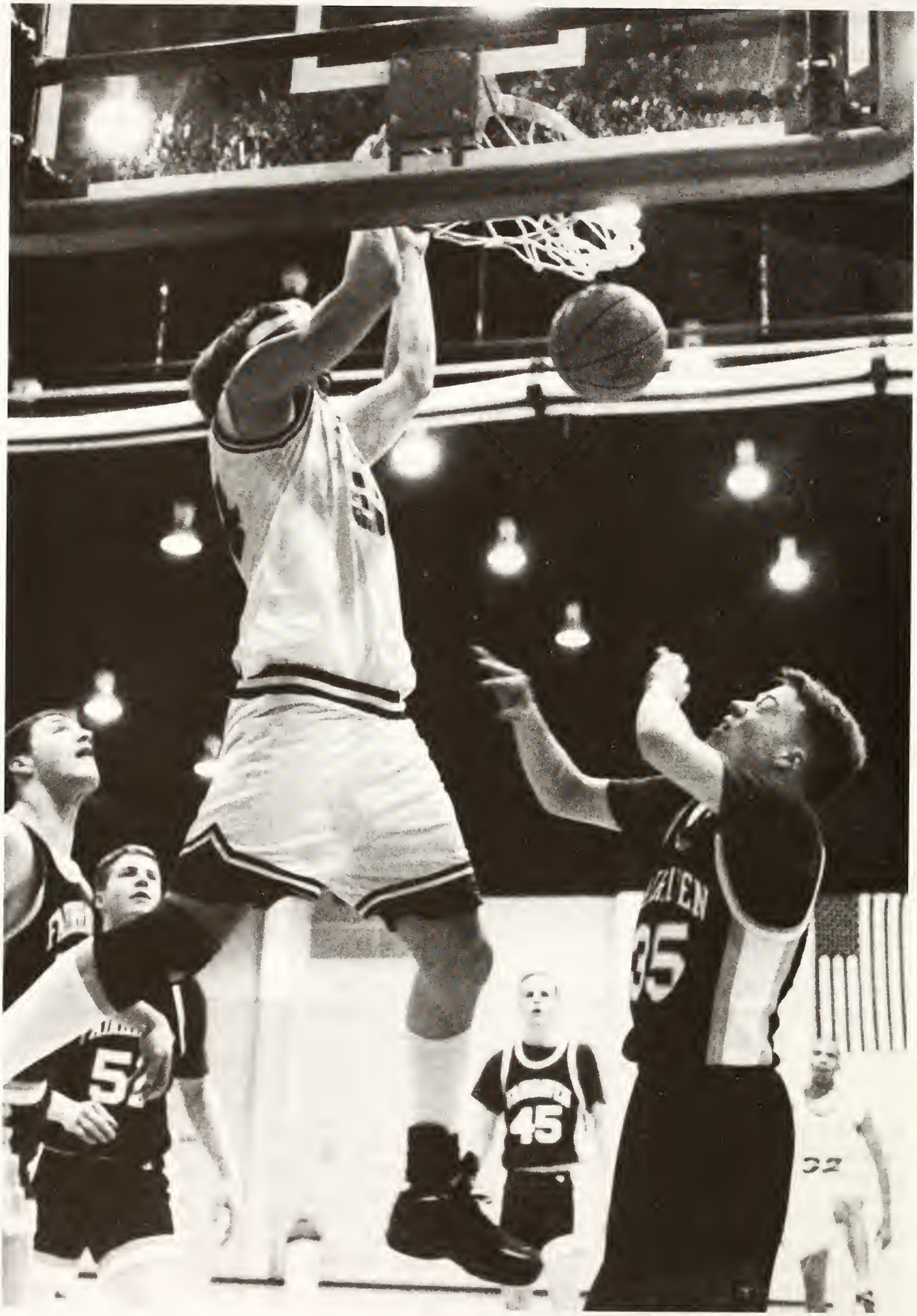
Summer Sessions: summer classes, workshops, field station programs—vice president Fort Wayne or registrar

University Relations: conferences and events, marketing media, public relations, university publications, WBCL/WBCY—office of university relations

INDEX

Academic Advisors 31
Academic Dishonesty 40
Academic Exceptions 40
Academic Grievance Procedure 40
Academic Load 31
Academic Regulations 31
Academic Schedules 31
Accounting 46
Accreditation 7
Administration 81
Admissions 15
Adult Education 8
Advance Payment 18
Advanced Placement and Credit 18
Alumni Association 86
American Studies Program 9
Application Procedures 15
Art 44
Associate Degree Programs 35
Athletics 22
Attendance 39
Auditing 32
AuSable Institute of Environmental Studies 9
Baccalaureate Majors 43
Baccalaureate Minors 43
Bachelor of Arts 43
Bachelor of Science 43
Biblical Languages 49
Biblical Literature 49
Biology 44
Board of Trustees 80
Business, Accounting, and Economics 44
Business Administration 46
Business Study Tours 9
Calendar 89
Campus Facilities 13
Campus Government 27
Campus Safety 28
Career Development 28
Certificate Programs 43
Changes of Registration 31
Chapel 39
Christian Center for Urban Studies 9
Christian College Coalition 10
Christian College Consortium 10
Christian Education 50
Christian Ministries 48
College Level Examination Program 18
Communication Arts 53
Community Life 23
Community School of the Arts 8
Comprehensive Examinations 35
Computing and System Sciences 55
Continuing Student Status 33
Contract Personnel 86
Cooperative Education Program 9
Costs 18
Counseling Center 28
Course Numbers and Levels 43
Courses of Instruction 43
Credits-In-Escrow 9
Cross Cultural Ministries 56
Daystar University College 10
Dean's List 33
Degree Requirements 34
Degrees 34
Directed Research 44
Disabilities, Services 28
Dropping Courses 19
Early Childhood Education 58
Economics 48
Education 56
English 62
English Proficiency 38
Ensembles (Music) 68
Environmental Science 63
European Business Tour 9
Faculty 83
Fees 17
Financial Aid 17, 19
Financial Information 17
Fine Arts (Humanities) 75
General Education Requirements 36, 37
Geographical Area (Off-Campus) Programs 76
Geography 63
Grade Changes 32
Grading System 32
Graduation 18, 35
Grants 21
Greater China Business Study Tour 9
Greek 49
Grievances 40
Guest Student Status 17
Hall Regulations 27
Health Services 28
Health, Physical Education, and Recreation 63
History 64
History of University 5
Honors Status 16
Housing 26
Housing Deposit 26
Humanities 75
Incomplete and NR Grades 32
Independent Study 43
Individual Goal-Oriented Major 76
Information Directory 93

Institute of Correspondence Studies 9
Interarea Studies 74
International Students 17
International Studies 9
Interterm 8
Intramurals 22
Israel Study Tour 11
Jerusalem University Studies 11
Justice Education 64
Journalism 53
Language Requirement 34
Late Registration 18
Latin American Studies Program 11
Leadership Development 28
Liberal Arts--Associate Arts Degree 76
Library 13
Life Together Covenant 23
Literary London 11
Literature 62
Loans 22
Los Angeles Film Studies 11
Majors 43
Map ..... Inside back cover
Mass Communication 53
Mathematics 66
Mathematics Proficiency 38
Matriculation Fee 17
Middle East Studies Program 11, 27
Midterm Reports 33
Minors 43
Mission of University 6
Modern Languages 67
Monthly Payment Plan 18
Multicultural Philosophy Statement 28
Music 68
Music Ministries 68
National Alumni Council 86
Natural Science 75
New Student Orientation 29
Nondiscrimination Policy 2
Nontraditional Students 16
Off-Campus/International Studies Programs 76
Oregon Extension 11
Oxford Study Program 11
Overload 31
Parental Authority 26
Parents' Cabinet 86
Pass-Fail Courses 32
Pastoral Ministries 51
Payment of Bills 18
Personnel 80
Physical Education 63
Physics 71
Political Science 71
Practicum Courses 44
Private Music Lessons 69
Probation 33
Psychology 71
Public Relations 54
Purposes and Objectives, Academic 7
Purposes and Objectives, Student Development 15
Refund Policy 19
Registration and Advisement 31
Religious Studies 48
Repeated Courses 32
Residence Life 26
Residence Requirements 27
Room Furnishings 27
Russian Program--Nizhni Novgorod 12
Russian Studies Program 78
Scholarships 21
Secondary School Preparation 15
Selected Topics 44
Semester In Spain 12
Seminar 44
Senior Citizens Program 9
Senior Seminar 38
Social Work 73
Sociology 74
Spanish 67
Spanish Abroad 12
Statement of Faith 7
Stop-Out Policy 40
Student Activities 29
Student Classification 31
Student Development 23
Student Expenses 17
Student Insurance 18
Student Ministries 22
Student Organizations 29
Student Teaching 57
Summer School 31
Suspension 33
Table of Contents 3
Teacher Education Programs 58
Transcripts 40
Transfer Policy 40
Transfer Students 16
Trustees 80
Tuition 17
Tutorial Courses 43
University Personnel 80
Upland Campus ..... Inside front cover
Urban Ministries 52
Withdrawal Procedures 18
Work Study 22
Writing and Language 62
Yearbook 29
Youth Ministries 53



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 421 FORT WAYNE, IN

POSTAGE WILL BE PAID BY ADDRESSEE

OFFICE OF ADMISSIONS
TAYLOR UNIVERSITY FORT WAYNE CAMPUS
1025 W RUDISILL BLVD
FORT WAYNE IN 46897-0714

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST-CLASS MAIL PERMIT NO. 421 FORT WAYNE, IN

POSTAGE WILL BE PAID BY ADDRESSEE

OFFICE OF ADMISSIONS
TAYLOR UNIVERSITY FORT WAYNE CAMPUS
1025 W RUDISILL BLVD
FORT WAYNE IN 46897-0714

1. Witmer Hall - Admissions Office
2. Lehman Library
3. Activities Center - WBCL Radio Station
4. Tennis Courts
5. Wiebke House
6. Soccer Fields
7. Hausser Hall
8. Brown Gables - Vice President's Home
9. Leightner Hall - Student Union
10. Founder's Hall - Chapel, Dining Room, Community School of the Arts
11. Bethany Hall
12. Schultz Hall
13. Physical Plant Workshop
14. Residence Hall

Call 1-219-456-2111
or Toll Free 1-800-233-3922

FORT WAYNE, INDIANA

TAYLOR FORT WAYNE INFORMATION CARD

Name (please print) _____ Birthday _____

Street Address _____ Area/Home Phone _____

City _____ State _____ Zip _____

High School _____ H.S. Graduation Year _____

Average Grade: A A- B+ B B- C+ C C-
(Please Circle)

College Transfer
Yes No

Proposed Major: _____

Circle Activity interest: Music Drama Basketball Volleyball Soccer

Materials Requested: _____

AN INTERESTED FRIEND?

Perhaps you have a friend that you would like to have receive Taylor information.

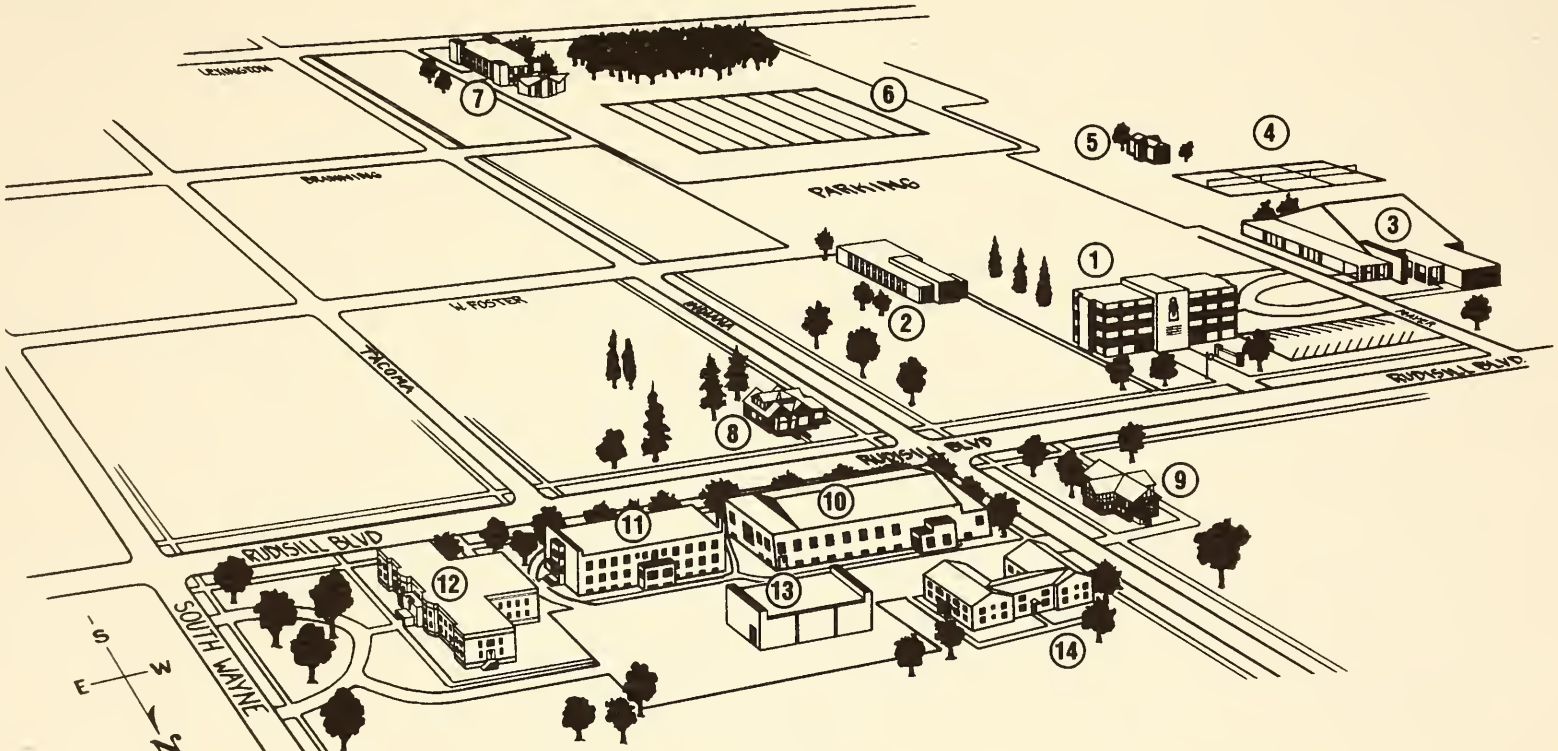
Name (please print) _____ Area/Home Phone _____

Street Address _____

City _____ State _____ Zip _____

High School _____ H.S. Graduation year _____

TAYLOR UNIVERSITY
Fort Wayne Campus



1. Witmer Hall - Admissions Office
2. Lehman Library
3. Activities Center - WBCL Radio Station
4. Tennis Courts
5. Wiebke House
6. Soccer Fields
7. Hausser Hall
8. Brown Gables - Vice President's Home
9. Leightner Hall - Student Union
10. Founder's Hall - Chapel, Dining Room, Community School of the Arts
11. Bethany Hall
12. Schultz Hall
13. Physical Plant Workshop
14. Residence Hall

Call 1-219-456-2111
or Toll Free 1-800-233-3922

FORT WAYNE, INDIANA

TAYLOR UNIVERSITY
Fort Wayne Campus

1025 West Rudisill Boulevard
Fort Wayne, IN 46807
Telephone: 1-800-233-3922
or (219) 456-2111
FAX: (219) 456-2119
Internet: admission_f@tayloru.edu